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ABSTRACT

This report suggests some possibilities open to school boards for improving compensation methods and presents some new avenues of exploration and study for boards wishing to pursue such possibilities. Subjects covered in the report include (1) the concept of accountability, (2) differentiated staffing, (3) merit pay plans, (4) performance contracting, and (5) negotiating plans. An appendix contains a selection of salary plans based either on performance or on role differentiation. (JF)

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New Ideas in Educational Compensation

With a 58-page Appendix of selected merit salary programs

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1835 K Street, N.W., Washington, D. C. 20006

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New Ideas

In Educational Compensation

By Dr. Eric Rhodes

President, Educational Service Bureau

In Cooperation With Dr. Harold Kaplan, Editor, *Salary and Merit*

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TABLE OF CONTENTS

INTRODUCTION 1

THE CONCEPT OF ACCOUNTABILITY. 3

DIFFERENTIATED STAFFING. 7

SAMPLE TEACHER PAY PLANS 13

PERFORMANCE CONTRACTING. 39

NEGOTIATING A PLAN 41

APPENDIX 45

Introduction

In the spring of 1971, the New York State Legislature took several actions relating to compensation for teachers.

The legislature repealed the law which had mandated a minimum salary schedule for all teachers in New York State, removing not only the requirement for a minimum salary, but also the requirement of ten annual steps.

The legislature also repealed the section of the law which provided for a mandated salary ratio (based upon the teacher's salary) for various categories of administrators.

In a third action, the legislature repealed the requirement for tenure for administrators. In addition, the probationary period for teachers prior to their receiving tenure was extended from three years to five years.

These actions focused attention upon the desire, not only in New York but throughout the country, to make a new start in relating compensation for educational employees to the quality of the work being done. A second reason for such action is the feeling by legislatures and school boards in various states that, if negotiations are to be

mandated between local school boards and their employees, then state laws requiring certain structures of compensation and requiring tenure are no longer as necessary - or no longer merit the support which they did - under previous circumstances.

These actions in New York will open up for New York school boards the opportunity, which has already existed in those states not having such state mandates, to take a fresh look at teacher compensation, and to see if there are better ways to relate compensation to the work done.

It is my purpose here to suggest some of the possibilities which may be open to school boards to change and perhaps improve methods of compensation, and to open up new avenues for exploration and study, so that boards wishing to pursue such possibilities will have guides in developing their own plans locally.

1

The Concept of Accountability

In the course of this study, I will allude to several "fad" ideas in education, to show the possible relation of these ideas to improved methods of compensation. The first of these "fad" ideas is the concept of accountability.

Like other ideas which receive widespread attention and come into vogue, there are as many different definitions of it as there are professors of education writing about it. What I mean here, however, is the idea that a teacher should be judged on the product at least as much as on the process.

In previous times, most evaluation has focused on process - the methods used by the teachers - rather than the outcomes gained in the students' performance as the result of the work of the teacher.

Under this concept of accountability, the teacher would be judged at least in substantial measure upon the results produced in students as a result of teaching. This has been very difficult to measure in the past. Serious studies are being made to try to find realistic measures of measuring effectively the real outcomes, based upon what the teacher does.

To the extent that such measurements do become practical, this measurement would be the first step in relating teacher performance to salary. There would have to follow an appraisal of the teacher's total performance, including all those elements in addition to student outcomes. A teacher must, after all, perform in the various duties of the job as well as produce results with students. The results of the measurement of performance and the appraisal of other elements of the job then can be translated into ratings, and teachers can be compared with each other. Once this has been done, the way is paved for differentiating compensation among teachers.

Philosophies of Salary Payment

Now a few brief remarks concerning the basic concepts of how teachers may be paid. Most of us in education have not given very serious thought to the underlying principles of compensation.

There are three basic ways in which work may be compensated. These are: (1) pay for the job done, (2) pay for the doing of the job, (3) pay for the person who does the job (based upon his qualifications or special skills or experience). In education, we have not used the concept of pay for the job done in most cases. We have instead based our compensation plans on a combination of the doing of the job and who does the job. Under these categories, I would like to cite eight identifiable approaches to compensation which may be found in various work situations. Combinations of these are often found in teacher pay plans. These are:

1. Ability and performance - where pay is accorded strictly on ability, as measured by predetermined criteria, and by performance, as measured by evaluation according to predetermined standards:

2. Academic preparation - where pay is determined by the formal scholastic institutional education which the person has had. This we do excessively in education.

3. Rank - where pay is arbitrarily set, negotiated or otherwise established but attached to a rank or title regardless of other considerations of the post to which the holder of the rank may be assigned (as a lieutenant-colonel in the armed forces or an associate professor at a university, etc.). Application of this concept has been limited in public education.

4. Merit - where compensation is paid according to the merit of the services rendered, according to predetermined measurements based on clearly defined factors. In the broadest sense, a salesman on commission is receiving merit pay.

5. Single figure - where compensation is determined by one single figure of the worth of a teacher (which figures may be arbitrarily set, negotiated or otherwise established) on the basis of like pay for like work. Sometimes pay for coaching or other extracurricular duties is set this way.

6. Seniority - essentially the single figure plan except that longevity on the job, of itself alone, entitles one to higher compensation. Most teacher salary schedules are essentially longevity or seniority plans.

7. Standard-Scale-plus-(later)-Bonus - this is the equivalent to industry's incentive plan, where good performance is rewarded if the entire enterprise shows a profit or achieves success.

8. Education-experience-ability - this is the most commonly used combination in education, with minimal judgement of ability, based upon mere determination of whether the teacher meets minimum performance standards, justifying keeping him for another year.

2

Differentiated Staffing

The second "fad" idea which I wish to relate to possible improved methods of compensation is the concept of differentiated staffing. This idea has been widely discussed in recent times, and as with the concept of accountability, has as many different definitions and interpretations as you encounter speakers or experimenters.

What I refer to here is th idea that the tasks relating to the education of chi ren may be analyzed and defined, then reassembled into more meaningful units of work or more meaningful job assignments. The purpose of doing this would be primarily to have more efficient and effective education.

It would also be possible through such a reorganization of jobs to have some educational tasks performed by those with less experience, less training and at lower salaries, while some other jobs might require more skill and higher compensation. If education became more efficient, and the cost was held down at the same time, this would be doubly desirable for most school boards.

Such analysis of the task of teaching and the organization of the jobs relating to teaching should be done only after careful study with the help of experts. If it is to be done, then the new jobs and the new job titles created would make it possible to assign new compensation plans to those jobs, and to promote some existing employees who have done well into the better paying jobs, thereby recognizing their ability.

A word of caution here. The development of such new jobs and job titles should not be negotiated. Management has a right to establish new positions and to determine the initial compensation for such positions. Only after the people are in the jobs may they be negotiated for, if the jobs fall within recognized units for bargaining purposes.

"Compensable Factors"

If new jobs are to be established, then it is important to go back to basics in the determination of the proper compensation for such jobs. It is not possible in this discussion to go into great detail concerning how such compensation is determined.

One may analyze jobs on the basis of certain "compensable factors" which will reveal the relative difficulty or lack of difficulty of the job and provide a more scientific basis for relating the job to actual value or a level of compensation. Let me present here briefly the broad outline of how this may be done. We have broken down the possible factors relating to professional positions into four categories. These categories and a brief description of what is entailed therein are as follows:

GROUP I--RESPONSIBILITY

Factors relating to responsibility: responsibility for the product (that is, what is actually taught to the student), responsibility for the safety of others, responsibility for good will, responsibility for materials, responsibility for equipment, responsibility for money and property, and supervisory responsibility.

This job characteristic group covers the following requirements:

a - Trustworthiness

b - Thoughtfulness

c - Care

d - Caution

e - Wasted effort or result

f - Requiring the desire to make good on the job.

Responsibility is the dependence placed by others upon those human characteristics, which cannot be replaced by mechanical contrivances.

GROUP II--JOB CONDITIONS

Factors relating to working conditions: adaptation period discomfort, accident hazard, health hazard, clothing spoilage, and social restrictions expected by the community.

Job conditions are those conditions over which the employee has, in general, no control, but which may have an adverse effect upon him mentally, physically, or psychologically. Such demands upon the employee subject him to possible hazard, or may promote or retard successful performance on his part. Sometimes these conditions are created by the employee himself, and should be ignored as

not a necessary element in the job. Nevertheless, such conditions should be reported to the administration. The same reasoning applies to conditions which, although beyond the control of the individual, might be corrected by the administration. Therefore, the job must be rated in accordance with conditions as found, but administration's attention should be directed to the fact that, were conditions improved, the rating would be lower.

GROUP III--EDUCATION AND SKILL

Factors relating to education and skill: education, experience, ingenuity and initiative, versatility, precision, dexterity and continuing or updating educational requirements.

Education and skill cover the extent of manual and mental training as well as the specific training or skill required to meet the basic requirements of the job. The two characteristics are inseparably associated:

a - Education and training being fundamental to the acquirement of skill and

b - Skill is developed by experience.

While education is generally acquired by attendance in grade and high schools, colleges, and universities, for some teaching positions it can be and for nonteaching positions may frequently be acquired by attendance in continuation school, home study or even through correspondence courses.

GROUP IV--MENTAL AND PHYSICAL EFFORT

Factors relating to mental and physical effort: judgment, concentration, perseverance, acuteness of senses, endurance, and strength.

The characteristics that fall within this job group represent the requirements of the job for the exercise of the mental and physical qualities inherent in the employee, or those acquired through education and practical experience. All of these characteristics do not apply to all jobs. For example, there are many jobs that do not require strength or endurance, but nearly all jobs require perseverance, concentration, and acuteness of senses in varying weights.

A rating scale may be used which includes all of these factors.

When the total points have been determined, a "raw" base of job value is established.

It then becomes necessary to determine an equitable bracket in which all fractions within a certain cluster of points can be rounded out and a rate square assigned. This rate square would constitute the salary for that position. For example, if the point evaluation totals for six positions were 154, 165, 170, 196, 203, and 210, those between 150 and 175 (the first three) might be assigned an annual rate of $12,000, those between 176 and 205 (the next two), a rate of $13,000 and those over 206 (the last one), a rate of $14,000.

The function of determining the cluster limits is called "squaring", and is a management function - that of

determining the position classes. The attaching to the classes of a dollar rate is called "pricing". This action, after initial determination, is subject to negotiations procedures.

3

Sample Teacher Pay Plans

I now would like to present some sample compensation plans which include the opportunity for management to differentiate salaries based upon some judgment of quality and performance. The plans, which are examples from various parts of the country, have been negotiated with employee groups. This is not to say that the determination of who shall be compensated at a higher level is negotiable. I would hold that this is not negotiable. But once it has been determined that a merit plan or a differentiated compensation plan shall be put into effect, the actual dollars involved in some kind of compensation schedule must be negotiated.

Various structures and approaches are shown here, then, to illustrate that the part which must be negotiated can, under the proper circumstances, be negotiated. Again, I wish to restate the warning that the management determination of individual employee performance is not to be negotiated, but the structure or the funds to be placed into such a plan are subject to negotiation.

Sudbury, Massachusetts

One interesting structural approach is that which has been established in Sudbury, Massachusetts. This schedule provides ranges of salary at each step, so that, when a teacher has been determined to be more or less effective, they may be placed on a higher or lower point within the range.

This makes it possible, for example, for a teacher with four years' experience and minimally acceptable performance to be paid less than the teacher with three years' experience and outstanding performance. It would also be possible for teacher with a master's degree and minimally acceptable experience to be paid less than a teacher with a bachelor's degree and outstanding performance, when both teachers had similar amounts of experience.

The Sudbury salary schedule appears on the following page.

Merit Salary Schedule

Sudbury, Massachusetts, 1969-70

Part Al Basic Salary Schedule

Step	Bachelor Range	Master Range	Master + 30 Range
1	$ 6,500 - $ 7,200	$ 7,000 - $ 7,700	$ 7,500 - $ 8,200
2	6,800 - 7,500	7,300 - 8,000	7,800 - 8,500
3	7,100 - 7,800	7,600 - 8,300	8,100 - 8,800
4	7,500 - 8,200	8,000 - 8,700	8,500 - 9,200
5	7,900 - 8,700	8,400 - 9,200	8,900 - 9,700
6	8,300 - 9,200	8,800 - 9,700	9,300 - 10,200
7	8,700 - 9,700	9,200 - 10,200	9,700 - 10,700
8	9,100 - 10,200	9,600 - 10,700	10,100 - 11,200
9	9,500 - 10,700	10,000 - 11,200	10,500 - 11,700
10	9,900 - 11,200	10,400 - 11,700	10,900 - 12,200
11	10,300 - 11,700	10,800 - 12,200	11,300 - 12,700
12	10,700 - 12,200	11,200 - 12,700	11,700 - 13,200
13	10,700 - 12,700	11,600 - 13,200	12,100 - 13,700
14	10,700 - 13,200	12,000 - 13,700	12,500 - 14,200

The starting salaries of teachers on initial employment will be set within the indicated range with their qualifications and related experience upon recommendation of the superintendent.

Wayne Central School District, New York

Another type of merit salary plan has been instituted in the Wayne Central School District in New York State.

The experimental program has become a part of the negotiated agreement between the Wayne Central Board of Education and the teacher association. It is called "Experimental Educators Recognition Awards System" (or ERA).

The Board earmarked $15,000 for implementation of the first year of the plan. The plan is outlined as follows:

PURPOSE

This program is designed to reward excellence among the teachers of Wayne Central School. It is hoped that the program will have the effect of adding an honorary and monetary incentive to classroom teachers in our District, thereby tending to elevate professional standards within the District, to the benefit of all.

METHOD

Fundamental premises:

1. The system to be employed must be essentially non-political in nature, to the extent that no single individual shall be in a position to determine the recipient of, or the amount of reward.

2. A substantial proportion of the evaluation required in any such system should be accomplished by the teacher's peer group, as teacher involvement is a prerequisite to the success of any such program.

The rating system to be employed must be numerical in result, for mechanical or electronic evaluation, which type of evaluation will further tend to remove the personal or political element from the program.

4. Evaluation should be completed on the basis of at least the following criteria:

- Character
- Effort and initiative
- Dedication
- Student involvement
- Rapport
- Research and/or professional growth
- Support of fellow teachers
- Learning atmosphere
- Community involvement
- Advancement of the teaching profession
- Cooperation with administration, and room management.

5. The information source cards must contain a "Choice Factor", i.e., it must be impossible for an evaluator to equally distribute the points or units available to him among all members of his peer group. This could be accomplished by prescribing a minimum number of points to be assigned to each member of the peer group who receives points from that particular evaluator. The numerical relationship between the total number of points available to the particular evaluator and the number of peer group members to be evaluated (or other individuals to be rated) must be such that not all members of the group to be evaluated can receive points.

6. No more than the top third of the teaching faculty shall be eligible to receive recognition awards, and no recognition award shall be greater than $600 per recipient or less than $200 per recipient.

7. Actual monetary reward shall be computed as follows:

The teacher with the highest numerical score shall receive an award of $600. That score shall be used to compute the dollar value per point or recognition unit for computation of all other participants' reward amounts. For example:

> If teacher A, the highest scoring teacher in the district for the year, received 2000 ERA units, he would receive a $600 ERA check. The point value for that year would thus be 30 per unit, so that teacher B with a point total of 1700 points would receive an award check of $510. Awards will be made on this basis, commencing with the top teacher in the district and proceeding in numerical order of scoring through the highest scoring teachers in the district until the fund is exhausted.

8. The distribution of numerical points to be assigned shall be as follows:

> (a) Peer groups, consisting of departmental groupings or grade groupings shall have no more than 40% and no less than 30% of the total available points for each teacher in that peer group;
>
> (b) The various parts of the administration, to include for this purpose grade chairman and department heads and/or area supervisors, building principals, the curriculum coordinator and the superintendent, shall assign the remainder of the available points for each teacher.

There are a number of interesting factors in this plan. Not only do teachers receive ratings from both their colleagues and their administrators, but the structure of the plan guarantees that not everyone will receive their meritorious ratings, and that financial rewards will be distributed proportionate to the degree of excellence among those to whom awards will go.

Newton, Massachusetts

A method of recognizing and rewarding teacher excellence, as practiced in the public schools of Newton, Massachusetts, is to award extra increments. Under the "Plan for Extra Increments", staff members are nominated by principals or division heads. All teachers in the elementary and secondary schools are eligible for extra increments; persons on the classified salary schedule and members of the Newton Junior College are not eligible.

A few details of the plan are as follows:

1. Awards should become effective as of September first of each year. Accordingly, the superintendent shall submit his recommendations in writing to the School Committee in time for notification to reach teachers before the close of the school year in June. Awards are not continued automatically, but shall be reviewed each year.

2. Double Increment. The teacher below maximum salary who receives an award will, for that particular year, take two steps instead of one on the regular salary schedule. For the teacher who has received an extra increment in the past, three alternatives exist:

(a) The principal may recommend that the award continue in force, and the teacher will then continue within the salary schedule in the normal manner.

(b) If the principal were not to recommend the teacher's work, then the award would be removed.

(c) The principal may recommend that an individual receive an additional double increment, above the one he already has.

3. Extended Maximum. Teachers at the regular maximum, or beyond, shall receive one increment in the amount stated on the salary schedule.

In the case of a teacher who already has an extra increment beyond maximum, the principal may recommend that a new increment be added. It is expected that some teachers will in time acquire the full $2,400 which is available for extended maximum. The principal may also recommend that a teacher who already has an award remain at his current salary.

4. Awards made below the regular maximum of the salary schedule do not carry beyond that maximum. In like fashion, awards made below the extended maximum of the salary schedule do not carry beyond that maximum.

5. On the "Recommendation for Double Increment or Extended Maximum" form, the principal or division head is asked to state his recommendation. The statement, when approved by the superintendent, will be forwarded to the

School Committee. As an aid to the principal, the following general categories are set forth:

1. Skills of teaching
2. Relationships with students
3. School-related activities and duties
4. Relationships with colleagues and parents
5. Professional improvements
6. Personal qualifications
7. Scope of work beyond his own classroom or assignment.

The principal's recommendation will be uniquely drawn; the statement need not cover all categories, nor is it expected that the person recommended be outstanding in every aspect listed.

As to details within each category, or any clarification thought necessary, the matter is left to the faculty of the particular school or to the group concerned.

The concept of double increments, simple as it sounds, has the advantage of reducing the ironclad characteristics of the mandated salary schedule which puts a premium on seniority. If one can advance more than one increment in a year, the seniority feature of a salary schedule is obviously reduced in importance.

Two-Lane Salary Plan

A variety of merit recognition plans, which is in effect in some form in various locations, and which has been advocated by the editors of Salary and Merit Magazine, provides for the dual-lane at each level of preparation.

The second lane of such a schedule would be for recognition of outstanding service, and the teacher would be adjusted from the basic lane to the outstanding service lane on the basis of evaluation. This second lane would not only begin at step one, but would begin at a higher step, where the teacher has had an opportunity to demonstrate excellence over a reasonable period of time. An example of such a schedule is shown on page 23.

Ithaca, New York

In Ithaca, New York, all tenured teachers are assured of pay increases every year and automatic increases for additional formal education. On top of this typical salary schedule is a merit bonus system that can award up to $300 at the end of the third, sixth, and ninth years, and up to $400 at the end of the eleventh year and each year thereafter until a teacher has reached the maximum $2,500 merit bonus.

Elementary school teachers are rated by their principals. Secondary school teachers are rated by their principals and department heads. Specialist personnel are rated by their supervisors.

Dual-Lane Schedule

Year	BA	Outstanding Service	MA	MA+15	Outstanding Service	MA+30	Outstanding Service
1	$ 7,000	$	$ 7,600	$ 8,000	$	$ 8,400	$
2	7,300		7,950	8,350		8,800	
3	7,600		8,300	8,700		9,200	
4	7,900		8,650	9,050		9,600	
5	8,200	8,800	9,000	9,400	10,075	10,000	10,750
6	8,500	9,100	9,350	9,750	10,425	10,400	11,175
7	8,800	9,425	9,700	10,100	10,775	10,800	11,575
8	9,100	9,725	10,050	10,450	11,150	11,200	12,000
9	9,400	10,050	10,400	10,800	11,500	11,600	12,400
10	9,700	10,350	10,750	11,150	11,850	12,000	12,825
11	10,000	10,650	11,100	11,500	12,225	12,400	13,225
12			11,450	11,850	12,575	12,800	13,650
13				12,200	12,925	13,200	14,050
14				12,550	13,300	13,600	14,475
15						14,000	14,900

Merit pay bonuses are based on three criteria: "training and experience" (20%), "evaluation" (40%), and "professional growth" (40%). If a teacher is rated above-average on his evaluation, he receives 20 to 100 percent of the maximum merit bonus, depending on his combined score for the three criteria. Almost all eligible teachers get some merit bonus; about half get the maximum.

The "training and experience" involves merely the steady acquisition of approved graduate credits. It is double-counting, since the additional credits result in extra pay on the regular schedule.

The evaluation involves 45 criteria of equal weight, each rated on a 0-5 scale. Eighteen of the criteria are listed under "the teaching procedure", nineteen under "the teacher", and eight under "the teacher in the total school program and community." In order to qualify for a merit bonus, a teacher must score 157 out of a possible 225 points. If he does, on the basis of his score he is given either 20, 30, or 40 percentage points toward the maximum merit award.

An average of seven "professional growth credits" per year must be earned to qualify for merit bonus points. The credits are given for formal education, inservice training, committee work, projects, professional membership, and miscellaneous reading, experience, and service, with maximum numbers set for each category. On the basis of whether he has earned an average of 7, 8, 9 or 10 credits per year, the teacher is given either 15, 20, 30, or 40 percentage points toward the maximum merit award. Here again, there can be considerable double-counting, because up to eight credits

per year can be earned in formal courses, on the basis of one credit per academic hour.

Princeton, Ohio

One of the more interesting salary plans currently in operation is the one in Princeton, Ohio, a suburb of Cincinnati.

It is a combination of several of the factors I have mentioned earlier. The plan is described by Dr. Robert E. Lucas, superintendent of Princeton schools, as: "designed to compensate teachers in keeping with our educational expectations. It is designed with flexibility so that teachers carrying the heaviest academic and professional loads will know their superior work is appreciated and will stay in teaching.

"The plan encourages professional growth through a classification system that recognizes different levels of career development and pays teachers to progress through these stages. It also provides for individual differences in teaching and in teachers, thus recognizing teachers with different talents as they assume different roles in flexible schedules, large and small group instruction, curriculum research and development, and in other ways."

The plan's purpose, as described by Karl Bodenbender, administrative assistant, is "to attract and keep outstanding teachers, to stimulate continued improvement in teaching, and to give special salary recognition to those academic teachers who carry major professional responsibility

for insuring the extremely high quality of the Princeton schools."

Features of the plan are as follows:

Educational Qualifications: Teachers with master's degrees and some experience are preferred; however, a number of beginning teachers are employed. Standard certification and a minimum of a bachelor's degree are required.

The basic salary schedule applies to the regular school year of 190 days.

Credit for prior teaching experience for teachers new to Princeton is allowed at the discretion of the administration, with a minimum of seven years being allowed for teachers with seven or more years of experience. A year of military service is considered a year of experience.

Basic index salary schedule: all teachers receive a base salary as determined by educational training and experience.

Classification of professional staff: Provisional - on basic salary schedule; Associate - base salary plus $200; Professional - base salary plus $550; Executive (190) - base salary plus $800; Executive (210) - base salary plus $800, plus 10%.

Meritorious service: additional pay ranging from $100 to $1250 for outstanding performance of responsibilities.

Added load: base salary plus $100 to $1000.

Added responsibility: base salary plus $100 to $500.

Extended service: added salary in proportion to extended year.

Initiative units: teachers with master's degree may add from $150 to $450 to base salary.

The basic salary schedule operates on an index scale which is approved by the board of education:

1. For a teacher with only a bachelor's degree, the index ranges from 1.00 to 1.54 in ten steps.

2. The index range for a teacher with a bachelor's degree and a minimum of 150 semester hours approved credit is from 1.04 to 1.64 in eleven steps.

3. For a teacher with a master's degree, the index begins at 1.10 and with twelve years of experience extends to 1.78.

The ratio of the true maximum salary to the beginning salary is much greater than this index scale appears to present. This is because of salary differentials as the result of classification and the several other elements of the salary plan as presented in the succeeding text.

The base salary figure which is assigned to the index of 1.00 is subject to frequent revision, and has been increased six times in the last four years. The index scale, although seldom changed, is subject to review and revision by the board of education.

Depending on his qualifications, each teacher will fall into one of these classifications: (1) Provisional; (2) Associate; (3) Professional; (4) Executive.

Every teacher is urged and encouraged to grow professionally and attain as high a classification as possible.

All teachers are subject to annual consideration for reclassification. Teachers are classified by the superintendent working with a team of administrators and supervisors after making a thorough study of the personnel records. The decisions will be determined by how well the teacher has met the stated provisions for each classification.

The Provisional Teacher:

(1) Any beginning teacher

(2) Any teacher with a temporary certificate, regardless of degree;

(3) Any teacher new to Princeton and with less than four years' teaching experience in other districts;

(4) Possesses minimum essentials of a good teacher, including: (a) knowledge of subject matter; (b) understanding of good educational practices; (c) understanding of children at age level he is teaching; (d) ability to motivate children; (e) acceptable personality, attitudes and values;

(5) Executes basic responsibilities: (a) maintains desirable learning atmosphere and carries out classroom duties; (b) makes careful preparation for classes; (c) develops and maintains good public relations; (d) cooperates with administration in enforcement of rules and regulations; (e) fulfills hours of employment according to board policy; (f) gives full cooperation to supervisors;

(g) works diligently at job expectations or target areas for the year.

The Associate Teacher: In addition to the minimum requirements of the Provisional Teacher, the Associate Teacher possesses the following qualifications:

(1) Has at least a bachelor's degree and is making continuing progress toward a master's degree;

(2) Holds at least a provisional certificate in the area to which assigned;

(3) Has a minimum of three years' teaching experience in Princeton without experience in another district; or at least four years' experience, one or more of which must be in Princeton; or five years' teaching experience in other districts;

(4) Participates readily in inservice education programs;

(5) Serves on a subject area council, or participates in textbooks and educational materials studies, or in curriculum development projects, etc.

The Professional Teacher: In addition to the requirements for Provisional and Associate classifications, the Professional Teacher possesses the following qualifications:

(1) Has a master's degree or its equivalent as determined by the administration;

(2) Holds a professional, permanent, or life certificate;

(3) Has at least five years' teaching experience or its equivalent in other appropriate service;

(4) Actively affiliates with organizations and groups which are vitally concerned with the area in which he is teaching;

(5) Participates in at least two of the following areas each year: (a) serves on Princeton subject council or high school department leaders group; (b) attends professional conferences, conventions, inservice meetings, etc.; (c) works with student teacher; (d) writes for professional journals; (e) works on projects for curriculum development.

(6) Accepts no other employment which interferes with his responsibilities as a professional teacher.

The Executive Teacher: In addition to the three basic classifications previously described, some teachers will be named to Executive Teacher status. Besides meeting the requirements for Provisional, Associate, and Professional classifications, the Executive Teacher possesses the following qualifications:

(1) Has a master's degree;

(2) Holds a professional, permanent, or life certificate;

(3) Has a minimum of five years' teaching experience;

(4) Long-range responsibilities include: (a) study, keep up to date, and communicate to other staff members the latest and best practices in his teaching field; (b) develop research projects; (c) prepare curriculum guides and individual course outlines; (d) recommend and collect materials

for the library complex; (e) write basic test material and prepare other reference information; (f) write books and articles for educational journals; (g) make contacts with businesses, industries, and universities in the community and make greater use of the rich resources in the Princeton area; (h) help recruit outstanding teachers for the Princeton schools; (i) counsel and help other faculty members; (j) counsel students and provide individual student motivation, inspiration, and help; (k) accept leadership functions in the district; (e.g., heads subject area council, is subject coordinator, supervises beginning teachers, serves as leader on teaching team, etc.); (l) dream, plan, organize, write, research, make contacts, recruit, and innovate to provide a truly quality school.

The Executive Teacher is employed either for the regular school year (190 days) or for a ten and one half month school year, which is four weeks of extended service time, for which he is paid 10% above his base salary plus $800. In case the Executive Teacher is employed for more than ten and one half months in a given year, reimbursement for the additional time will be covered under the regular extended service plan.

It is expected, but not required nor guaranteed, that a teacher assigned to the Executive Teacher Plan will serve on it for a cycle of four years. The responsibilities to be covered during the extended service time in this cycle are purposely kept flexible, but the following statements will serve as guidelines:

1. Summer school teaching - A usual cycle might include two summers of teaching.

2. Curriculum development, inservice leadership, research project, etc. - A usual cycle might include one or two summers in these areas.

3. University study, other inservice participation, or approved travel - A usual cycle might include one summer in this classification.

There is a firm belief by the board of education and the administrative staff at Princeton that outstanding teaching must be recognized in the paycheck as well as by the usual pat on the back. Salary differentials are determined by an annual appraisal of the teaching effectiveness of each teacher.

The establishing of a merit pay program is based on faith and understanding; it requires the close cooperation of the board of education, the administrative staff, and the teaching staff. Merit pay is based on a sound appraisal system that has been in operation for several years.

- Job expectancies are established by the teacher and principal or dean near the beginning of each year.

- Appraisal conferences are held during the year and near the end of the year.

- A written evaluation form, the contents of which are shared and discussed with the teachers, is completed at the end of the year by the principal or dean.

- A team approach is used in the appraisal of teaching effectiveness. The principal is the appraiser, but he is guided by information from teaching team leaders or subject coordinators and the supervisor serving as advisors on the appraisal team.

- The superintendent reviews the appraisals with the appraisal team and makes recommendations to the board of education for official consideration and action.

- Teachers are given the opportunity to recommend fellow teachers to their principals for merit pay.

- Any teacher who is not recommended for merit pay, or who is not satisfied with the amount of salary differential granted, may submit a written request to his principal (or dean) that the team have a special hearing on his case, at which time he may submit evidence of outstanding performance.

During the summer each teacher who has been approved by the board for merit pay will receive an official letter stating the amount of salary differential which will be added to the ensuing year's salary because of the superior work he has done in the schools during the past year.

The amount of merit pay to be received by any teacher is subject to the following ranges: (1) Provisional Teachers - $100 to $500; (2) Associate Teachers - $100 to $750; (3) Professional or Executive Teachers - $100 to $1,250.

ADDED LOAD... shall mean special administrative or supervisory assignments, or additional teaching assignments

beyond the "basic load". The basic load includes teaching the regular school day in the elementary school, or teaching five classes plus having charge of a homeroom and a study group in high school.

The salary differential for added load is determined by the amount of added load and falls within the range of $100 to $1,000. Teaching in the adult evening school is not a part of "added load" and is reimbursed on an hourly basis.

ADDED RESPONSIBILITY... shall mean special student or staff supervision; sponsorship of student programs, organizations, or clubs; major assignments with the parent-faculty organization; administration of adult education or summer school; approved research projects; management of concerts, operas, dramatics, and speech activities; and such other assignments as may be required from time to time by the superintendent.

The amount of salary differential for added responsibility shall be determined by the superintendent within the range of $100 to $500.

Coordinating and coaching athletics falls within the definition of added responsibility, but a separate salary range scale has been approved to cover these assignments.

A separate salary range has also been developed for the added responsibilities of administrators and supervisors, to be applied along with the elements of the basic salary schedule.

EXTENDED SERVICE... the regular school year consists of 190 working days for teachers. Assignments extending

beyond the regular school year are considered as extended service assignments. The usual extended service assignment is either in curriculum development, research, vocational classes, or work as subject coordinator.

Teaching in summer school or teaching driver training during the summer are not included in the definition of extended service, except in the case of executive teachers. Reimbursement for summer school teaching is by the hour of assigned teaching, and is considered apart from the basic salary program.

The additional pay for extended service is 10% of base salary for each four-weeks of service, or 2-1/2% of base salary per week.

INITIATIVE UNITS... may be earned by teachers who have previously earned a master's degree. Work performed under this category is above and beyond the normal inservice committee work and other responsibilities of the teacher.

Initiative units, subject to both <u>prior approval</u> and final approval by the superintendent, may be earned as follows:

1. Approved graduate study - The teacher may earn a maximum of 30 initiative units by taking approved graduate work above the master's degree, at the rate of one unit per semester hour.

2. Approved work experience - A maximum of ten units may be earned in this category. The work must have a tangible relationship to the classroom responsibilities of the teacher, and must be performed essentially as a deliberate

educational experience. Conventional summer work intended primarily to augment income shall not qualify. As a rule of thumb, work experience shall be recognized at the rate of one initiative unit for two weeks of work.

3. Approved travel - A maximum of 15 units may be earned by approved travel, not more than five of which shall be granted for travel in one foreign country, and not more than five units for domestic travel. As a rule of thumb, foreign travel shall be recognized at the rate of one initiative unit for one week, and domestic travel at the rate of one unit for two weeks.

4. Independent Research, Professional Leadership, or Professional Writing - A maximum of 30 initiative units may be earned in this category. The work shall be of the highest professional calibre, supplemental or in addition to inservice work, and of such a character as to make a significant contribution to education in the Princeton schools and to the teaching profession at large. Each individual project shall be evaluated by the superintendent with the assistance of an advisory staff to determine the number of units to be granted.

Professional growth salary recognition will be awarded by the board of education, to become effective at the start of the following school year. Additional money approved through the initiative unit plan becomes a permanent part of the teacher's salary.

Initiative unit credits are subject to the following limitations:

1. A maximum of 30 units will be allowed for salary increment.

2. Each accumulation of ten additional approved units will add $150 to the teacher's annual salary. Thus a teacher may increase his salary by $150, $300, or $450 through the earning of initiative units.

4

Performance Contracting

Another current "fad" idea relates to what is called performance contracting. As we are most familiar with this, it entails the employment of an outside, profit-making firm to produce certain specified results with students. These results would usually be such things as a growth in the reading ability of a certain number of grade levels per pupil. The contractor is paid on the basis of the ability to achieve these fixed standards, or, in the event he fails to achieve them, his pay is withheld.

I merely wish to suggest here that such an approach could be used with members of the existing teaching staff. It would be possible for a board of education to develop an experimental program, and to contract with teachers who wish to participate in such a program. The teacher would contract to perform the extra duties or the extra services involved in the project, and would be compensated on the basis of the demonstrated growth of the students under his instructions. If the students did not meet the required standards, the teacher's compensation would be reduced or withheld.

This would make an interesting experiment, and I strongly urge that any board contemplating such a plan institute it on an experimental basis, on a relatively small scale, until there has been an opportunity to determine the relative value or lack of value of the project. If teachers can produce outstanding results through a carefully structured experiment, then it would be possible to expand the plan to cover larger groups of students.

5

Negotiating a Plan

As has been indicated earlier, in any of the various forms of recognition of performance which we have outlined the actual compensation must be negotiated in those states where negotiations are mandated by law.

I would like to conclude, then, with a few suggestions for the approaches to such negotiations.

First, three don'ts. These warnings cover things to avoid in negotiations.

1. Don't get locked in by negotiating rigid class size requirements. Many school districts have negotiated about class size, but maximum flexibility should be retained wherever possible, and no further concessions on class size should be given.

2. Don't negotiate a rigid list of teacher duties. This, like rigid class sizes, can block the school district from flexibility needed to experiment with new structures and organizations of work such as we have discussed earlier.

3. Don't negotiate new jobs and new job titles. I alluded to this earlier in discussing differentiated staffing. The warning is simply repeated here.

There are three basic approaches which negotiators from the staff of Educational Service Bureau have used when approaching the problem of inserting merit pay or similar differentiated compensation plans into school districts where salary must be negotiated. These are discussed briefly below:

1. Structured Proposals - The normal method of negotiating salaries is for the employees to begin with a substantial initial salary demand, and for the representatives of the board to react to it with a modest response, as an initial offer. If a new structure for compensation is to be put into effect, however, the board representatives must at some point make a specific proposal for such a new structure. Therefore, one approach to negotiations is to respond to the teachers' initial proposal by saying, "Any offer which we make to you must be incorporated in a structure such as we are now presenting to you. Within this structure, we can offer you 'x' percent increase."

2. General Proposals - Sometimes the nature of the local negotiating group and the climate of negotiations will indicate that the initial response should be with a general proposal. Therefore, instead of bringing in a specific structure as an initial response, the board representative may say, "Any salary increase must be tied to some form of recognition of individual teacher ability. On the basis that we will have some such recognition, we will be able to discuss a salary increase." This puts in the mind of the teacher representatives the board's intention, leaving the structure open to further discussion at a later period.

3. Piggy-back Proposals - Sometimes an effective approach will hold off the introduction of the idea of basing salary upon merit until a later point in the negotiations. At some psychologically proper moment (to be judged by the negotiator) the board's representative may say, "This last offer which we have made you is as far as we can go on salary." The teacher representative will no doubt say, in some form, "Oh, come on. Surely you can go a little farther?" The board representative may then reply, "The only way we can possibly go any farther would be to tie any additional increases to some form of recognition of individual teacher performance."

The trick, of course, is to find the proper psychological moment and the right words to use in a given situation. It is obviously possible, based upon the examples shown earlier, to negotiate the salary portion of a plan which recognizes performance. Which approach will work best in a given situation depends upon many factors which must be judged locally. In any case, however, a basic consideration must be the teachers' desire to achieve a worthwhile result in the negotiations. Therefore, the concept of quid pro quo (the "something for something" concept of negotiations) is essential here. The board representative must maneuver the negotiations to a point where the teacher representatives badly need something to be given or something to be dropped from negotiations which they may be willing to exchange for an adjustment in the compensation plan.

If something is gained or if some other undesirable proposal is withdrawn, the teachers can then say to their

colleagues, "Well, look what we got for you. And this pay plan may not be too bad either."

In the Event of Impasse - If neither side is willing to yield to reach a voluntary agreement such as we have discussed here, then obviously they are at impasse. Negotiators for ESB have found no factfinders willing to go on a limb to the extent of detailing a specific merit plan in their recommendations, no matter how much they might believe in such a plan.

We have been able to persuade factfinders on occasion, however, to go so far as to recommend that a joint study be conducted during the life of the contract with the purpose of coming up with a specific compensation plan to recognize individual excellence. This plan is to be developed with the idea that it will take effect with the ensuing agreement.

If this is the best that can be achieved, it is surely a step in the right direction.

Conclusion

Many school boards and many school administrators feel that the time is now right to be creative in devising new compensation plans. The purpose of such new approaches should be primarily to improve performance, to the end of improved learning for children. The only sound basis for any of the plans we have outlined here is that it will produce better education. If such plans can be put into effect, and if they can, in fact, contribute to education, they will have been, obviously, well worth the effort expended to get them into effect.

APPENDIX

Following is a selection of salary plans based on performance and/or role differentiation from school districts around the country. They are presented exactly as they originally appeared in Salary and Merit, one of Educational Service Bureau's monthly subscription services for public school administrators.

Salary and Merit presents annual awards and prizes to school districts who submit salary plans that are judged outstanding by Salary and Merit's panel of experts. The following pay plans are presented not necessarily as award-winners, but as examples having sufficient scope and interest to merit our attention.

A "Master Teacher" Merit Plan

In its fourth year of operation the "Master Teacher" merit plan, developed by administration and teachers in the Anahuac Independent School District, Anahuac, Texas, has many elements of interest. The plan and its concepts are described below.

Introduction

The idea of the Master Teacher plan was conceived to offer an incentive to teaching and to correct some of the inadequacies of the across-the-board salary raise. The Anahuac School District, through this plan, is rewarding the superior teacher for excellence by placing him on a special salary schedule.

The Master Teacher plan financially rewards the superior teacher not only for excellence in the classroom but also for achievement in the creative realm of teaching. A Master Teacher devotes extra hours and possesses the courage to attempt new innovations in order to make learning more exciting.

The feasibility of awarding merit pay to teachers has been debated for years on the grounds of "Who can determine what is good teaching? Or how can an individual evaluate a profession in which there are as many intangibles as teaching?" The idea of merit pay has long been regarded as an instrument to destroy the esprit de corps of an entire faculty. Merit pay usually has meant a teacher must compete against other teachers for salary increases. The Anahuac plan takes into consideration the objections of the past and provides a plan that would put merit raises on an individual basis, rather than group competition. Under this system a teacher who meets the basic requirements may ask for an evaluation of his abilities, and by meeting the standards, receive an additional remuneration. In essence, the salary of a teacher depends on his initiative and willingness to work.

The teacher agrees not only to be evaluated, but to work on a special project of his choosing that would help the individual in his teaching field. The merit plan is geared to bring into practice new teaching innovations and techniques.

Requirements

Any teacher with five years of teaching experience (the two preceding ones in the Anahuac District) and teaching at least four classes may make application to be evaluated over a period of one year. (A librarian would meet the same general requirements in the library field.)

Project Regulations

A project will be done in the teacher's teaching field.

A project will be an individualized enterprise, consequently no team or group projects will be approved.

Each project should reflect some thought as to the feasibility of being used annually in the district's curriculum.

Projects may be of a statistical nature but must be supported with hard data.

Procedure

After the application has been filed with the teacher's principal, the applicant meets with the evaluating committee which is composed of the superintendent, three principals, and the director of special services. The eleven evaluation areas are discussed in full; the special project is outlined and approved.

The teacher is visited a minimum of ten times and a maximum of twenty times each school year.

In January the fall applicant and the committee discuss the progress of the

teacher; at this time the teacher is informed of his weak points.

Some applicants desire to start their evaluation during the spring semester, thus affording them the summer to work on their special projects.

In June the committee presents the final evaluation, and if the teacher scores as high as 110 out of the maximum 145 points, or a librarian 92 out of 120, he will be placed on the Master Teacher salary scale.

Salary Scale

For the first three years, the salary scale will be $500 per year above the regular schedule. During the third year the teacher may apply for another major evaluation and, if usccessful, receive an additional $400 per year for the next three years.

Three years later the process may be repeated for an additional $400 per year for the next three years, to bring the total Master Teacher merit pay to $1300.
For example:

1st year evaluation	$ 000.00
1st three-year period as a Master Teacher	500.00
2nd three-year period as a Master Teacher	400.00
3rd three-year period as a Master Teacher	400.00
Ten Years Total	$ 1300.00

It is not mandatory that a teacher apply for additional merit pay every three years. An individual may determine the amount of time between salary increases.

Continued Evaluation

After a teacher is receiving merit pay, he is evaluated on a secondary evaluation scale periodically to make sure the high quality of work is continued. A new project is not required until the next major evaluation period, but the original project should be continued and improved upon.

If a teacher falls below the required standard, a conference is held and the situation discussed with the teacher by the committee. If the quality is not improved, the teacher is dropped from the Master Teacher salary scale immediately.

Summary

This plan has achieved in part the following desired results:

1. Developed a better and more concise understanding between administrators and faculty members as to what constitutes good teaching and the better use of teaching materials to implement the individual effort;

2. Rewarded the teacher who has put forth the extra effort in order to obtain professional excellence; elevated this individual out of the lock-step salary category;

3. Awakened all the members of the faculty and forced each one to examine his professional dedication; even if a teacher chooses not to participate, it still obligates him to a personal introspection of his ability. When this takes place, the entire district benefits, not just the merit teacher;

4. Required the individual to take the initiative if a higher salary was desired; every teacher has an opportunity to advance at his own will and speed and is no longer dependent upon others for a higher salary or professional standing;

5. Allowed good teachers the opportunity to stay in the classroom, rather than leave the profession; also allowed people to stay in the classroom, rather than go into administration--which is done many times for higher salary, rather than a desire to be an administrator;

6. Prompted merit people to work

toward higher degrees, to attend more workshops, to work more diligently on construction and upgrading of curriculum guides.

7. Showed the taxpayers that management was not willing to continue giving only arbitrary raises, and that some teachers deserved a higher salary because of merit, rather than longevity;

8. Assisted the district in retaining the services of progressive and innovative teachers;

9. Gave the master teachers a sense of pride and accomplishment for excellence in one's chosen field.

The program is not universally accepted by the faculty; there are some who still have reservations. Their reasons are (1) some do not want to risk failure, so are waiting and evaluating themselves before making application; (2) others do not want to devote the extra time to write up the special project and feel they can better use the time in other ways; and (3) some are satisfied with their present salary schedule. They consider themselves good teachers and feel no reason to prove it.

In the final analysis, the merit plan has demonstrated that merit pay is feasible in the public schools and that excellence can be rewarded without overloading the administrators and disrupting the faculty.

The application form on which a teacher applies for evaluation for "Master Teacher" status is shown below. Samples of the evaluation forms used by Anahuac may be requested from Anahuac Independent School District, P.O. Box 369, Anahuac, Texas 77514.

ANAHUAC INDEPENDENT SCHOOL DISTRICT

EVALUATION REQUEST
FOR
MASTER TEACHERS MERIT PAY

(Please fill out in duplicate)

To _____
(Name of Principal)

From _____
(Name of Applicant)

Dear Sir:

I wish to be evaluated during the school year of _____ as a candidate for Master Teacher Merit Pay.

My special project will be _____

_____

_____
Signature

_____
Date

_____

Some Models for Differentiated Staffing

By Dr. Harold Kaplan

We will now present some typical models of differentiated staffing presently in operation. Each model has its own basic philosophy and both models differ considerably in details and in functions of personnel and roles of administration. However, both models were developed around the core idea that teaching jobs can be defined at different levels based on the difficulties of tasks assigned and the concomitant responsibility factors.

Traditional Structure

As a further prelude to understanding differentiated staffing let us look at the traditional structure and the newer approach of a teacher hierarchy (Diagram 1 - see page 13). The traditional structure represents the teachers at the bottom and superposed above the teachers is the typical administrative power structure leading to the Board of Education. On the other hand we also present a newer role for teacher and administrator in our hierarchy.

In reviewing the models set forth here, we are indebted to Mr. Fenwick English, whose concepts have been embodied in the following discussion.

The typical pyramid structure becomes less acceptable with the addition of a teacher hierarchy on the school structure. The decision-making process must be redesigned. The new teacher roles cut across some functions and exclude others. Many administrators fail to realize that teacher differentiation can occur only with a related re-organization of the administrative structure. This occurs because all roles become interrelated and interdependent. Some administrators propose a differentiated staffing plan as an adjunct to but outside the power pyramid. Thus, some administrators believe the addition of department heads to be a form of differentiated staffing. This arrangement does not change the structure, it merely enlarges it. Because they are added to the structure, teachers see them as non-teaching roles and functions of administration. We must understand that to solve the dilemma of teachers, we must offer real career incentives, and must provide an organization that can (1) pay some teachers what top administrators earn, and (2) take organizational advantage of talents in creating improved education by more involvement of teachers in the decision-making process, as it affects their roles.

Board's Role

In any effort toward developing a differentiated staff, an important role will be played by the board. Boards must recognize that teachers cannot create new and different educational programs with a differentiated teaching staff without greater flexibility from the administration and Board policies and procedures. Board policies should be general and offer a greater range of possibilities in the experimentation stage. The Board should not demand strict controls. These produce a rigid organization and climate, neither of which is conducive to innovation or flexibility.

The Board must tolerate a greater range of experimentation and be willing to invest in promising educational ideas knowing that some may fail. Administrators must learn to live with more role vulnerability and shed, honestly and candidly, the mantle of the instructional "expert" which so few possess. The administrator is the generalist, who enhances and promotes the career of the specialist. Administrators will continue to be justly criticized as long

as they try to tell the specialists how to perform their jobs.

If learning and teaching are the heart of the school, a differentiated teaching staff must capture and hold the resources of the organization to this purpose. We present a model of a Differentiated Staffing Plan, together with a brief description of the roles. (See page 16)

Associate Teacher

The Associate Teacher is the beginner, the first year teacher. His teaching load is lighter and less demanding than that of the Staff Teacher. We make the assumption that the beginner is less sophisticated in methodology and in pupil diagnosis than his more experienced counterparts.

Staff Teacher

The Staff Teacher is an experienced teacher, probably with tenure. This is a highly experienced and seasoned teacher, one who can offer a wide range of instructional talent in his discipline. The Staff Teacher may be a specialist in several learning modes, but would, in most cases, be expert in only one, as for example small group instruction.

Senior Teacher

The Senior Teacher is a learning engineer, a specialist in the diagnosis of learning problems and in the relation of new teaching strategies to the needs of the learners. This teacher has undergone intensive, advanced training in a subject or skill area. Thus, with many years of practical experience, he can offer to other teachers tested ideas for the improvement of learning and teaching.

Master Teacher

The Master Teacher is first a good teacher, though not perhaps the outstanding teacher as in the case of the Senior Teacher. The Master Teacher is a scholar in his field. He possesses the training and technical know-how to apply promising research-tested ideas to improve education. This will require a sound grounding in research and a knowledge of how people adopt innovations. The Master Teacher and the Senior Teacher form a "self-renewal" unit in a subject of skill area. These two persons feed into the school a steady flow of relevant new practices and curriculum content to keep the school abreast of the times and thereby avoid much of the content and instructional obsolescence so common in schools today. This does not mean a stifling of teacher creativity since no one has a market on that commodity, rather a better, formal system of fostering teacher creativity and nurturing it more quickly than is possible today.

Paraprofessionals

A number of paraprofessional positions are included in the plan. Usually teachers are required to perform a number of non-professional tasks, usually clerical or secretarial in nature. The performance of these tasks is a waste of professional time and talent, and highly inefficient and expensive. Teachers should welcome the employment of paraprofessionals to eliminate these classroom chores. If we can replace the teacher with a paraprofessional, without loss in effectiveness, then he should be replaced. The job of the teacher is to assure that learners learn. This he does by diagnosing, prescribing, analyzing, encouraging, criticizing, and developing young people to become effective learners. These tasks require the unique judgment of one human being in working with another: This is the essence of the teacher's tasks.

A Differentiated Staffing Model

By Dr. Harold Kaplan and Dr. H. W. Handy

There are many strategies that could be employed by a school district to implement a differentiated staffing model based on changed roles and responsibility. The major criteria to be considered are the uniqueness and particular needs of the school system, the ability to staff all roles and the definition of tasks. The model detailed below represents one approach that might be considered.

In this model, the reorganization of staff is based upon skills demonstrated by the teacher and the level of program decision-making. It is not centered around a fixed pupil-teacher ratio nor upon the self contained classroom, nor would it be based upon seniority or accumulation of college credits. Career advancement would be dependent upon success and involvement in program needs and interaction with students.

The proposed staffing model is conceived for an elementary school of at least 300 pupils. [1]

Program Leader

1. His responsibilities and activities would include: translate the district's goals into objectives by the school building staff; assist the Administration and Board in clarifying and rank-ordering goals for the district.

2. Organize the staff to develop and organize programs to accomplish objectives and target outcomes.

3. Identify elements needed for accomplishing programs and program outputs.

4. Assist in the development of processes necessary for monitoring the program and output; help design the appropriate evaluative methodology and instruments.

5. Lead the team of professionals to determine maximal use of their talents and abilities to accomplish the programs identified.

6. Interpret the program to the Central Administration, Board, and Community.

7. Provide feedback from program and learning output to the Administration and Board.

8. Seek outside assistance as needed by the professional staff for required expertise.

9. Help evaluate fellow professionals in the team; as Team Leader he would cause continuous evaluation of professionals within the staff; help the district build a staff evaluation system.

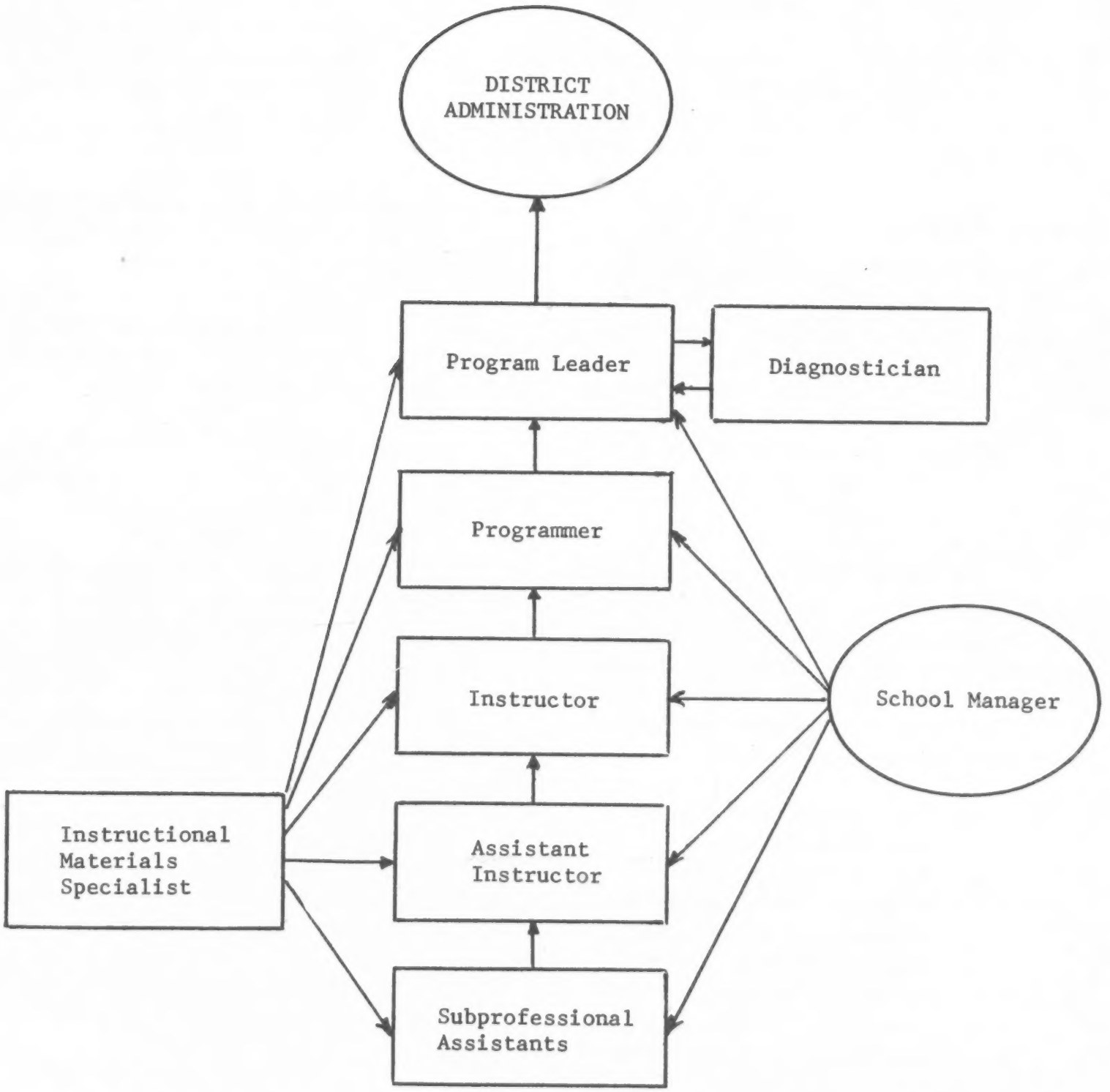
10. Provide a continuous flow of feedback on learning output to the building staff.

11. Be responsible for developing a Program Budget with the technical assistance of the School Manager. The Program

[1] This model was originally developed by Dr. Patrick Lynch, professor of educational administration at Pennsylvania State University, and the writer.

FLOW CHART DEPICTING DIFFERENTIATED STAFFING MODEL

H. W. Handy



Leader and his professional staff would build the program, estimate cost and submit same to the administration. When the program cost was approved by the administration, the major allocative functions would be completed. The School Manager would then be delegated to implement the budget in the school.

12. Be evaluated by his staff and by the central administration on the basis of the attainment of his subsystem's output.

13. He would be a year-round employee. His position would be at the top of the reward scale. His skills could allow him to become a District Program Leader.

School Manager

1. This member of the team would assure that the Program Staff functioned with least concern about logistics. His direction would come primarily from the Program Leader. He would be accountable to the administration also for routine management matters. His task is to serve the team so that they can develop maximum output from the program.

2. He would execute the program budget agreed upon by the professional team of the school and the administration. He would carry out the allocation function according to the budget document. He would have no power of decision over internal allocations of money or resources.

3. His tasks include:
   a. Building maintenance
   b. Records management
   c. Materials and equipment management and accountability.
   d. Transportation
   e. Gather and present cost data.
   f. Assist the Program Leader in developing program budgets as requested by the Program Leader and his professional team. He would not make the budget but would use his expertise in helping translate program statements into dollar figures and other resources.
   g. Deliver materials, supplies, and equipment to the appropriate places and people.
   h. Prevent bureaucratic procedures from interfering with the program process.
   i. Maintaining inventories and supply levels.

4. Supply weekly data on resource and dollar availability to the Program Leader and staff to keep them current on what resources remain for each program.

5. Provide maintenance and cost information for the Central Administration for accountability purposes.

6. He would be a year-round employee. He would not be in a step on the program career ladder.

7. He would be evaluated primarily by the Program Leader and the professional team, and secondarily by the central administration.

8. He evaluates maintenance and custodial personnel serving the school.

Programmer

1. This professional level is directly under the Program Leader in the career ladder. The Programmer is evaluated by the Program Leader and is responsible to him.

2. The Programmer adapts conceptual areas to proper sequences of learning patterns.

3. He plans branching in the program tasks so as to adapt to different learning speeds and power.

4. He plays a leading role in translating district goals into learning objectives.

5. He advises the Program Leader when to seek outside expertise in adapting conceptual areas to program requirements.

6. He demonstrates the program sequence and branching capability to Instructors and Assistant Instructors.

7. He translates feedback experience from previous programs and student learn- evaluations into the sequence of expected learning behaviors for appropriate levels of student achievement and ability. His professional behavior must be modified and influenced by the Diagnostician and the Instructors.

8. He decides when and how to use technological applications in the programs.

9. His performance is evaluated by the Program Leader and the Instructors on the Professional Team.

10. He evaluates Instructor and Assistant Instructor performance. He also assists the Program Leader in Evaluating the School Manager.

11. His term of employment should be for at least 10 months, or more if the district can provide the resources.

Diagnostician

1. This professional operates at or near the level of the Programmer. He consults with the Programmer to build programs adapted to student characteristics: learning speed, conceptual power, verbal ability, experience background, and prior achievement level.

2. He advises the Program Leader and the staff on student characteristics so that program sequences and branching are properly designed and executed.

3. He provides data on a student's background and achievement of the student, to the staff, to the parent and to the district administration.

4. He monitors the learning system to determine whether each student is accommodated in the program branches provided.

5. He along with the Program Leader directs the staff in designing the evaluation system for the program.

6. He organizes and administrates the feedback system for student learning output to the staff and central administration.

7. He interprets the subsystem evaluation program to the administration and coordinates it with any additional district information feedback requirements.

8. He provides and maintains liaison between teachers and parents. He assists the Program Leader in interpreting programs to the community.

9. He works under the direction of the Program Leader to monitor the output of instructional system.

10. He helps the Programmer design a program which is oriented to occupational preparation.

11. He employs technology to assist in system and student evaluation and advises the Program Leader and Programmer in selecting instructional technology.

12. He helps evaluate the School Manager, Instructors and Assistant Instructors, as well as the Programmer.

13. He is evaluated by the Program Leader primarily, and secondarily by the Programmer, Instructors and Assistant.

14. He is employed for ten months.

Instructor

1. This professional helps the Programmer and Program Leader select conceptual areas to be programmed. Instructors collectively recommend conceptual areas to be programmed according to the objectives established for the school.

2. The Instructor works under the direction of Program Leader and Programmer in translating district goals into objectives for the school.

3. The Instructor reduces broad objectives into smaller scale, operationalized objectives.

4. The Instructor helps the Programmer design programs to accomplish long and short range objectives for the school.

5. He diagnoses the individual pupil's characteristics and prior learning output.

6. He adapts a program to the individual pupil based upon the pupil's learning characteristics.

7. He modifies the program with the help of the Programmer to his pupil's learning characteristics.

8. He searches for new materials that enhance the conceptual sequence and thrust.

9. He monitors the pupil learning process and output and reports these to the Diagnostician and Programmer.

10. He uses technology selected for the program and adapts it where necessary to the learner.

11. He advises the Programmer on the feasibility of technology in programs, in accordance with his knowledge and experience.

12. He is evaluated by the Programmer and Diagnostician.

13. He assists the staff in evaluation of the Program Leader, Programmer, School Manager, and Assistant Instructors.

14. He and the Assistant Instructors evaluate the sub-professionals.

15. He must have a strong competence in at least one subject matter area before joining the professional team.

16. He serves for a ten month period.

Assistant Instructor

1. This staff member works under the direction of the Instructor and the Program Leader.

2. His chief duties are to work with individual students and groups of students as dictated by program design. These duties include:

a. Adapt technology to the individual or group, if necessary, under an instructor's direction.
b. Monitor student progress through the program sequences and branches.
c. Administer pre- and post-test measures and other required observations of

student learning patterns and report these to Instructors.

d. Counsel with students in overcoming learning difficulties.
e. Secure and use additional materials to enrich a sequence, or to fill in conceptual gaps.
f. Report to the Diagnostician any unusual new data on the individual's learning experience.
g. Shift students from one branch to another with the consent of the Instructor and Diagnostician.

3. He implements the technology chosen for the program.

4. He secures new materials and seeks new technology applicable to the programs.

5. He helps the Instructor identify and define conceptual areas relevant to the school's chosen objectives.

6. He involves students in the discussion of existing and proposed learning objectives and reports these findings to Instructors.

7. With the other professionals he helps translate district goals into objectives and helps operationalize objectives into short term learning targets.

8. He suggests modification in the program evaluation plan to the Instructors and Programer.

9. He helps the Diagnostician design a school evaluation program for individual students.

10. He is evaluated by Instructors, Programers, Program Leader, and Diagnostician.

11. He helps the staff evaluate the Program Leader, Programmers, School Manager, Diagnostician and Instructors.

12. He along with Instructors evaluates the non-professionals.

13. He must demonstrate a strong competence in at least one subject matter area.

14. He is on duty for ten months.

Instructional Materials Specialist

1. In terms of responsibility and salary compensation, this professional team member functions at the Assistant Instructor or Instructor level. Primarily his role is to provide effective backup for the teaching-learning team by supplying learning materials for the use of professionals, subprofessionals, and students.

2. Searches for (and obtains) new materials and technology and reports on their possibilities and relevance to the program area to all professional team members. This is a high order demand for this person.

3. He manages the learning materials center and inventory to make these maximally useful to staff and students. This is next in importance.

4. Assists in arranging the technology to the program.

5. His duties must be organized toward making programs work. He is not running his (her) own program but is assisting in the team effort. Guarding materials or hoarding them is not expected behavior.

6. He designs a system of informative flow from available sources (such as ERIC centers, regional computer memory banks, automated libraries) to the professional

staff and student. He instructs staff and students on how to use such resources.

7. He is evaluated by all members of the professional staff.

8. He assists in evaluating all other members of the staff.

9. The IA Specialist serves for 9-10 months.

Sub-Professional Assistants

1. The role of these people is to assist the student under the direction of the Assistant Instructor and Instructor in the following ways:

a. Help the student use the technology available.
b. Bring to the student's attention materials appropriate for his program sequence and branch which the I.M. Specialist has identified and made available.
c. Monitor student progress and report it to the Assistant Instructor.
d. Aid the professional staff in the evaluation process within his competence.
e. Keep records of students.
f. Bring to the attention of the Diagnostician certain home or learning difficulties encountered by the student.
g. If requested by the Diagnostician or Instructor, serve as an outreach worker to the student's family or neighborhood.
h. Assist in the counseling process when requested by the Diagnostician or Instructor.
i. Serve as a contact with the student's neighborhoods when requested by the Diagnostician, Program Leader, or a member of the central administration.

2. The SPA serves, secondarily, with tasks such as transportation, feeding of students, building monitoring, when requested by the School Manager.

3. The SPA assists the Instructor and Assistant Instructor in student activities, as required.

4. The SPA is evaluated by the Instructor and Assistant Instructor. The position is not part of the career ladder system.

5. The SPA serves for as long as necessary up to a period of 9 months per year. No certification is required. Training for this position is in the system only.

A Super-maximum Salary Plan

Needham Public Schools

Needham, Massachusetts

In Needham, Massachusetts, the purpose of a super-maximum provision on the salary schedule is to provide a means of recognizing the outstanding performance of the classroom teacher who has reached maximum on the present salary schedule.

A teacher who wishes to apply for a super-maximum salary increment must complete an application form prior to November 15 of any academic year. A significant part of this form is a statement by the teacher explaining why he feels that he is effective enough as a teacher to deserve being placed on the first step of the super-maximum.

Sometime before March 1, the building principal where the teacher is placed and the director of the subject area in which the teacher works submit to the superintendent their written evaluations of the teacher and his work, with a statement approving or disapproving the teacher's placement on the super-maximum. These statements are written without any collaboration on the part of the administrators concerned.

If the administrators agree in their evaluation of the teacher, the superintendent usually accepts the recommendation and recommends to the school committee that placement on step one of the super-maximum be approved. If the recommendations differ, the superintendent has a meeting with the administrators concerned to work out differences of opinion and to arrive at a uniform recommendation.

On the elementary level, the principal of the school and the elementary supervisor make separate recommendations. If a teacher is denied step one, he is granted an interview by the superintendent or his representative, at which time the reasons for the refusal are spelled out to the candidate. The following year another evaluation is made of the candidate and his specified weaknesses, and if they have been overcome, the teacher is recommended for a step on the super-maximum for the following year. This process continues indefinitely until the candidate makes the grade or requests to have his name removed from further consideration for super-maximum.

There is a separate evaluation made for each one of the three steps on the super-maximum, so that various teachers might carry through to step one or to step two or to step three of the super-maximum. Once a candidate achieves step one, he is considered automatically a candidate for step two of the super-maximum the following year, and the same arrangement goes from step two to step three.

Criteria

The Needham School Committee endorses the following statement: "For excellence in teaching there are exacting qualifications of character, personality, ability, and preparation. No one of these by itself is significant; but in combination they should become evident in the outstanding performance of the teacher of long service. More is expected from the candidate who has reached after many years of competent service that place on the salary schedule where his matured talents of special skills will continue to be felt. It should be noted that this instrument does not attempt to list or limit the characteristics to be considered."

The following steps have been approved by the Needham School Committee:

1. A teacher who has reached the maximum step on the salary schedule may make a personal application for evaluation for super-maximum during the maximum year.

SALARY SCHEDULE

Needham Public Schools

September 1969

Step	BA	MA	MA+15	Doctorate
1	$ 6,800	$ 7,300	$ 7,900	$ 8,600
2	7,050	7,550	8,150	8,850
3	7,300	7,800	8,400	9,100
4	7,700	8,200	8,800	9,500
5	8,000	8,500	9,100	9,800
6	8,300	8,800	9,400	10,100
7	8,700	9,200	9,800	10,500
8	9,100	9,600	10,200	10,900
9	9,600	10,100	10,700	11,400
10	10,100	10,600	11,200	11,900
11	10,600	11,100	11,700	12,400
12	11,100	11,600	12,200	12,900
Super-maximum				
1	11,500	12,000	12,600	13,300
2	12,000	12,500	13,100	13,800
3	12,500	13,000	13,600	14,300

Application for
Super-maximum Increment

Applicant _____ Date _____

School _____

Applicant's statement to the superintendent: (Please make your applications sufficiently complete to satisfy the purpose and criteria for super-maximum.)

[Ed. Note: original size of application form is standard 8-1/2" by 11"]

Signed _____

Mail to the superintendent on or before November 15

Differential Responsibility Schedule in Montgomery County, Maryland, Schools

The differential responsibility schedule (DRS) in Montgomery County, Maryland, now appears to be facing a bright future.

With most teachers in the county well-informed of the schedule, the Montgomery County Board of Education has initiated the program in numerous schools this year with elaborate plans for extension of the program in coming years.

Pilot projects from which dissemination and transplanting is expected to progress throughout schools of the county are underway or are planned for 1970-71 at numerous elementary, middle, junior high, and high schools.

The unique aspect of this differentiated staff plan is the adaptation of the idea to each local school and local staff. At one elementary school, the staff has identified pupil self-direction, inquiry learning skills, and enhanced self-perception as particular needs. Reorganization of content for problem solving has been accomplished and learning centers for individual and group study have been implemented.

Teacher roles have been defined in ascending order as Interns, Certified Teachers, Team Leaders, Curriculum Coordinator, and Administrator, supplemented by Aides and Community Volunteers.

Another elementary school is listed as a Teacher Education Center. There the career ladder patterns have been established in an ascending progression from Paraprofessionals to Interns, Assistants and Associates in Teacher Education, Teacher Education Coordinator and Principal. This school has already established a salary plan related to levels of responsibility and expertise, for use when the model for this teacher education center has been in operation throughout 1970-1971, as follows:

Teacher's Role	Maximum
Intern	$ 7,314
Assistant in Teacher Ed.	14,007
Associate in Teacher Ed.	14,559

At a middle school, the following needs have been identified: training for staff in managing flexible use of time to provide for various modes of student grouping; use and development of multimedia instructional practices; group interaction techniques; and use of paraprofessionals.

At one high school, aides are in use in the instructional materials center and in both the English and Math departments. Plans for 1970-71 include assigning aides to other academic departments. The board report to the public and the teachers states: "Every means available must be brought to bear on the members of this closely knit faculty to present them the case for the advantages that might accrue from the differentiated staffing concept. . . . Differentials of this particular staff may well involve a program of voluntary transfer or possibly a grandfather clause to cover those teachers already a part of the staff."

A new elementary school, opening in the fall of 1970, "will be staffed with personnel expressing a desire to participate in programs of staff differentiation and qualifying for a staffing model with teacher roles ranging from Nontenure Teacher, Teacher I, Teacher II, Teacher III, a Coordinator of Programs, Business Manager and Principal."

A new junior high school will open in September 1971. "This school will be staffed with personnel expressing a desire to participate in programs of staff differentiation. During 1970-71, known models will be studied" and differentiation established during "seminar meetings conducted by staff of the MCPS with three days of outside consultant help."

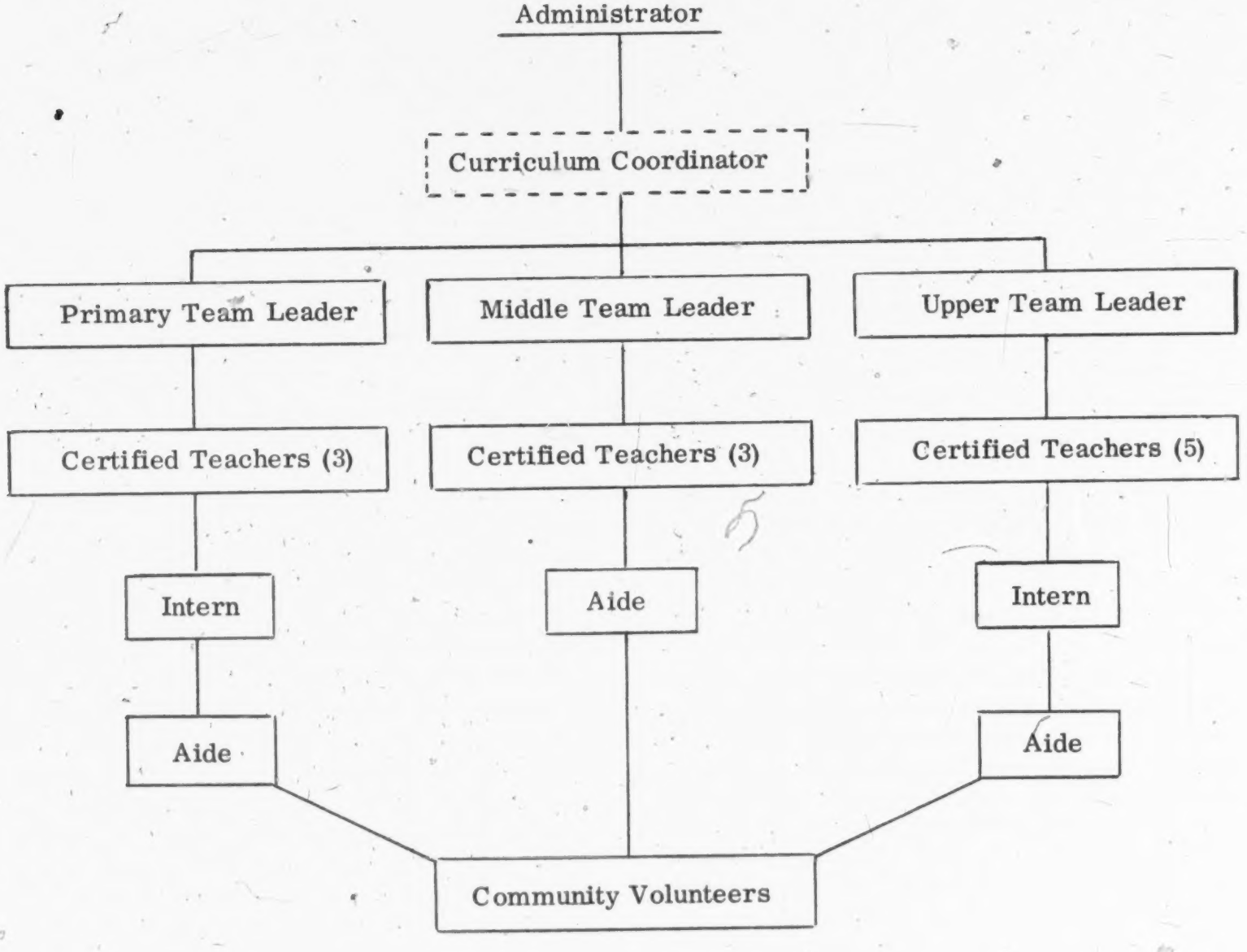
A blueprint for implementation of DRS "throughout the county (180 schools)" was recently unveiled when the Board of Education formally adopted a proposal summary supporting a request for supplemental funding from HEW under Program Code 52: "More Effective School Personnel Utilization."

Each local school will strive to determine the needs and goals of the students, and on the basis of these needs and goals determine the roles to be performed by its teachers and paraprofessional personnel in the school staffing structure.

An intensive examination of student needs and goals, the report states, "should lead to teacher roles with different performance criteria. . . then, salary levels will be established relative to the responsibility and expertise required of the position."

Differentiated Staffing Model With Emphasis on Learning Theory

ELEMENTARY SCHOOL



The Merit Pay Plan Of Milford, New Hampshire

The Milford, New Hampshire, "merit evaluation program" has been in operation since January 1966, and is proving to be successful for both teachers and administrators. The important features are described in this article. Of particular importance is the procedure used for establishing merit:

"Each teacher is evaluated according to a predetermined schedule. The evaluation committee meets in November and in March to give a composite rating for each staff member. In November, the teacher is notified of his evaluation by his department chairman and in March by a committee report. After each rating, the teacher is encouraged to appeal any decision that he disagrees with to the supervisory board. If the teacher is not satisfied with the results of that hearing, he is encouraged to appeal to the school board. This method provides a system of checks and balances for the total program. If the board received a sufficient number of valid complaints, they can be well assured the administration is not doing its job well."

The plan has been revised each year and is still working with success. Success is evident in high staff morale as a result of involvement in planning and community support for increased salaries for teachers.

The Plan

Here is the merit pay plan as Milford describes it:

The purpose is to encourage individual initiative, instructional improvement and the recruitment and retention of superior teachers by a system of salary payments commensurate with performance.

The Merit Evaluation of Teachers program is reviewed annually by a standing committee of twelve (12) members. The committee reports to the school board by December 1st each year, on proposed changes in the salary scale or other changes which could have a major effect on the budget.

I. Membership

A. The Committee consists of six (6) representatives of elementary schools and six (6) representatives of secondary schools.

B. Elementary members are selected to provide proportionate representation from schools.

C. Membership is for a three (3) year term, expiring on June 30th of the third year.

D. Membership rotates among the staff, retiring two (2) elementary and two (2) secondary teachers each year who have completed their three (3) year term.

E. New members are selected by the eight (8) remaining members of the committee in September, preferably from volunteers.

F. New members must have at least one year and preferably two (2) years employment in the District.

G. If a member leaves the district or resigns from the committee before his term expires, the committee selects a new member to complete the term.

II. Chairmanship

A. The chairman is elected by the committee from its membership at the first meeting in the Fall following the selection of new members.

B. An Assistant Chairman is elected after the election of the Chairman, and is selected from the elementary teachers if the Chairman is from secondary or vice versa.

C. If the Chairman resigns or cannot perform his duties the Assistant Chairman becomes Chairman and a new Assistant Chairman is elected.

III. Duties of officers

A. The Chairman conducts all meetings keeps all records and reports and acts as liaison between the administration and the committee, presents a written annual report to the teachers.

B. The Assistant Chairman assumes the duties of the Chairman whenever the Chairman is unable to perform his duties, and takes minutes of the meetings.

ADMINISTRATION

I. Personnel involved

Secondary Level	Elementary Level
Superintendent	Superintendent
Principal	Teacher Consultant
Vice-Principal	Principal
Curriculum Co-ordinator	
Department Head	

II. Visitations

A. The visitations should be made between March and March of the following year. By the end of this time or a little before, (suggested date - February 15) a letter should be sent out to the people involved that are not to have their contracts renewed.

B. A teacher shall be evaluated in a variety of classes.

C. Number of visitations (minimum)

1. Teachers just out of college

a. First year: Secondary - 20 visits (Superintendent 3, Principal 5, Vice Principal 2, Curriculum Coordinator 5, Department Head 5.)

Elementary - 13 visits (Superintendent 3, Principal 5, Department Head 5.)

b. Second and Third Year: Secondary - 10 visits (Superintendent 1, Principal 2, Vice Principal 1, Curriculum Coordinator 2, Department Head 4.)

2. Teachers new to the system but certified and with more than three years of experience.

a. First year: Secondary - 12 visits (Superintendent 1, Principal 2, Vice Principal 1, Curriculum Coordinator 3, Department Head 5.)

Elementary - 12 visits (Superintendent 2, Principal 5, Teacher Consultant 5)

b. Second and Third Year: Secondary - 10 visits (Superintendent 1, Principal 2, Vice Principal 1, Curriculum Coordinator 2, Department Head 4.)

3. Certified teacher within the system on continuing contract.

Secondary - 9 visits (Superintendent 1, Principal 1, Vice Principal 1, Curriculum Coordinator 2, Department Head 4.)

Elementary - 9 visits (Superintendent 1, Principal 3, Teacher Consultant 5)

III. Evaluations

A. Each administrator writes an evaluation of the classroom visitation. (See sample sheet, page 12)

B. Duplicate copies go to the teacher and for the file

C. The evaluation sheet used in the classroom evaluation is to be given to the teacher on the day of the evaluation, and said sheet is to be folded, stapled, and left in the teacher's mailbox.

D. Conference will take place following visitations upon request by either party, within a reasonable time.

E. Period of time for observation - at least 20 minutes.

F. A process for self-evaluation should be made.

IV. Decisions as to merit rating

A. Decision will be made by a concensus of evaluators.

B. Teachers will be rated by the evaluation committee in terms of the increase in salary that they are to be awarded.

1. Yearly salary increases will be from $0.00 to $800.00 in multiples of $100.00.

C. Mid-year report

1. Teachers will be given a mid-year report during the first two weeks of January. This will be done by conference.

2. In the secondary school conferences will be held by Department Heads and in the elementary school by the principal and teacher consultant.

D. Any grievance must be viewed before all evaluators at the request of the teacher.

CRITERIA TO BE CONSIDERED IN AN EVALUATION

Defining a Good Teacher

I. Personal qualities

A. Strong basic character
1. Reliable
2. Flexible
3. Honest

B. Good mental and physical health
1. Emotionally stable
2. Functional good health

C. Personal qualities which promote good human relations
1. Tactful
2. Sound judgment
3. Sense of humor
4. Gives and receives respect
5. Friendly
6. Fair

D. Interest and enthusiasm

II. Professional training and growth

A. Adequate training for the field which is being taught
1. State certification in the field
2. Special consideration for those teaching in minor fields

B. Additional experiences that contribute to effectiveness in teaching, e.g. travel, work, reading, further education

C. Active participation in professional organizations and professional committees

D. Observance of professional ethics

III. Instructional qualities

A. Pupils are led to govern their own behavior in a constructive manner

and act in accordance to democratic ideals.

B. Learning situations are organized and objectives classified so pupils understand the purpose of the course or activity.

C. The teacher uses effective techniques of instruction

1. Challenges, encourages and guides critical thinking
2. Uses a variety of methods and instruction materials in presenting subject matter.
3. Adapts teaching material and methods to the individual needs of the pupils.
4. Encourages a high quality of performance consistent with the individual's ability
5. Makes a clear reasonable assignment
6. Develops desirable work and study habits in pupils
7. Develops a continuing and constructive evaluation of pupil's total growth.

D. Shows evidence of daily and yearly planning in accordance with predetermined objectives.

E. Shows willingness to try new materials and new methods where they are applicable

IV. Total school effectiveness

A. Administers assigned duties effectively: e.g., supervisory duties, playground, lunch room; extra curricular duties - class advisor

B. Shows a willingness to undertake additional activities beyond scope of those required: e.g., clubs, trips, personal advice and counseling.

C. Contributes to good school-community relationships.

CLASSROOM VISIT Teacher .....

Date ..... Time ..... Grade ..... Level .....

Visited by ..... Subject .....

GENERAL CONDITIONS NOTED	Outstanding	Above Average	Average	Below Average
Utilization of learning situation				
Evidence of cooperation, control, discipline				
Provision for individual differences				
General student conduct, respect, courtesy				
Skill in questioning				
Lesson motivation - effectiveness and purpose				
Lesson presentation - evidence of preparation				
Lesson conclusion - review and assignment				

SUMMARY OF OBSERVATIONS — lesson content, procedures, techniques, pupil reactions, etc.

[Note: Normal size of this sheet is 8½"X11"]

MILFORD SALARY SCHEDULE

1970-71

Step	BA	BA+15	BA+30	MA	MA+15	MA+30	MA+60
0	$6,500	$6,700	$6,700	$7,000	$7,200	$7,500	$8,000
1	6,700	6,900	6,900	7,200	7,400	7,700	8,200
2	6,900	7,100	7,100	7,400	7,600	7,900	8,400
3	7,100	7,300	7,300	7,600	7,800	8,100	8,600
4	7,300	7,500	7,500	7,800	8,000	8,300	8,800
5	7,500	7,700	7,700	8,000	8,200	8,500	9,000
6	7,700	7,900	7,900	8,200	8,400	8,700	9,200
7	7,900	8,100	8,100	8,400	8,600	8,900	9,400
8	8,100	8,300	8,300	8,600	8,800	9,100	9,600
9	8,300	8,500	8,500	8,800	9,000	9,300	9,800
10	8,500	8,700	8,700	9,000	9,200	9,500	10,000
11	8,700	8,900	8,900	9,200	9,400	9,700	10,200
12	8,900	9,100	9,100	9,400	9,600	9,900	10,400
13	9,100	9,300	9,300	9,600	9,800	10,100	10,600
14	9,300	9,500	9,500	9,800	10,000	10,300	10,800
15	9,500	9,700	9,700	10,000	10,200	10,500	11,000
16	9,700	9,900	9,900	10,200	10,400	10,700	11,200
17	9,900	10,100	10,100	10,400	10,600	10,900	11,400
18	10,100	10,300	10,300	10,600	10,800	11,100	11,600
19	10,300	10,500	10,500	10,800	11,000	11,300	11,800
20	10,400	10,700	10,700	11,000	11,200	11,500	12,000
21				11,200	11,400	11,700	12,100
22					11,500	11,900	12,400
23						12,100	12,600
24						12,300	12,800
25						12,400	13,000
26							13,200

Merit increases range from 0 to $800 in increments of $100.

A Superior Service Increment Plan

A school district in the midwest has developed the following plan for rewarding superior service:

1. Superior service increments are applicable for degree personnel for steps 3 through the remainder of the schedule. The maximum amounts for each category are identified by the sums enclosed in parentheses. Superior service increments apply to non-degree personnel in salary schedule steps 11 through 14. The maximum amount to be attained for non-degree superior service is limited to 6% of the base contract for any year and step.

2. The superior service increment is not automatically granted.

3. Applications for consideration for superior service increments

a. are to be made in writing by the teachers to the superintendent of schools by the 15th of September of any school year. No teacher is required to make application.

b. may be made only by personnel who have achieved tenure status. For such persons who have just achieved tenure status, written application for superior service increments may first be made at the beginning of the third consecutive year in the school system.

4. Following receipt of the application, a teacher will be evaluated during that current school year. Evaluation will be made by the immediate building principal, department heads and, if need be, the superintendent or assistant superintendent of schools. Factors to be used in evaluation include:

- Previous, and current, success in teaching, as indicated by a consistent rating of "above average" and "superior" on the existing evaluative criteria.

- Attitude toward and enthusiasm for teaching.

- Demonstrated initiative and interest in the improvement of individual teaching skills.

- Indications of professional achievement, including publications, speaking engagements, awards, etc.

- Interest in assuming obligations beyond classroom teaching.

- Experience and training which demonstrates adequate knowledge in the particular individual's teaching field.

- Demonstrated professional ethics in dealing with the students, parents, teachers and administrators.

- A general interest in education as shown by attendance at professional meetings, extent of professional reading, participation in visitations and workshops, etc.

5. At the close of the school year of evaluation, each applicant will be notified concerning his placement in the superior service increment. The increment granted might be of any interval between the base contract amount and the top for a particular step and category. The increment granted would be added to the contract for the next school year.

6. Once placed on a superior service increment, a teacher can expect to receive these increments for a period of three years, subject to performance of the same caliber as that during the year of evaluation. By September 15th of the third year on superior service increment, the teacher must reapply for continuation that year. Failure to reapply will automatically terminate superior service increments. Following reapplication, a similar year of evaluation will be used to determine the re-extension of superior service increments and the amounts of such increments.

[Salary schedule, evaluation charts follow]

SALARY SCHEDULE

Step	BA	BA + 6	BA + 12	BA + 18	BA + 24	MA	MA + 8	MA + 16	MA + 24	MA + 32
0	$7,300	$7,592	$7,884	$8,176	$8,468	$8,760				
1	7,592	7,884	8,176	8,468	8,760	9,052				
*2	7,884	8,176	8,468	8,760	9,052	9,344	$9,636			
3	8,176	8,468	8,760	9,052	9,344	9,636	9,828	$10,220		
4	8,468	8,760	9,052	9,344	9,636	9,928	10,220	10,512	$10,804	$11,096
5	8,760	9,052	9,344	9,636	9,928	10,220	10,512	10,804	11,096	11,388
6	9,052	9,344	9,636	9,928	10,220	10,512	10,804	11,096	11,388	11,680
7	9,344	9,636	9,928	10,220	10,512	10,804	11,096	11,388	11,680	11,972
8	9,636	9,928	10,220	10,512	10,804	11,096	11,388	11,680	11,972	12,264
9		10,220	10,512	10,804	11,096	11,388	11,680	11,972	12,264	12,556
10			10,804	11,096	11,388	11,680	11,972	12,264	12,556	12,848
11				11,388	11,680	11,972	12,264	12,556	12,848	13,140
12						12,264	12,556	12,848	13,140	13,432
13						12,556	12,848	13,140	13,432	13,724
14									13,724	14,016

*Superior Service Increments (Maximum = 10% of BA Base) are available beginning at these steps for those teachers who qualify.

CONFIDENTIAL TEACHER EVALUATION RECORD

....

Name of Teacher **Grade** **School** **Date**

Evaluation by .....

RATING FACTORS **EVALUATION**

1. **PREPARATION FOR CLASSROOM TEACHING.** As evidenced by the knowledge of subject matter at the level of his assignment; by effective daily lesson planning; by effective use of the teaching aids at his disposal; by evidence of continued growth on the job.

Poor	Below Average	Average	Above Average	Superior
* *	* *	* *	* *	* *

Remarks:

2. **CLASSROOM MANAGEMENT.** As evidenced by the smooth functioning of the class; by a demonstrated understanding of causes of pupil behavior; and by the wise use of equipment and facilities.

Poor	Below Average	Average	Above Average	Superior
* *	* *	* *	* *	* *

Remarks:

3. **METHODS AND PROCEDURES.** As evidenced by the employment of practices which consider the facts of child growth and development and of individual differences; by the willingness to experiment with new ideas; by the degree and quality of pupil participation; by the type of motivation for learning provided.

Poor	Below Average	Average	Above Average	Superior
* *	* *	* *	* *	* *

Remarks:

4. **CLASSROOM ENVIRONMENT.** As evidenced by a neat and attractive classroom; by frequently changing pictures and displays which arouse the interest and initiative of the pupils; by well-arranged and appropriate centers of interest.

Poor	Below Average	Average	Above Average	Superior
* *	* *	* *	* *	* *

Remarks:

5. **STUDENT TEACHER RELATIONS.** As evidenced by mutual respect between pupils and teacher and enthusiasm for the work of the class. Teacher and pupils are on a friendly give-and-take basis.

Poor	Below Average	Average	Above Average	Superior
* *	* *	* *	* *	* *

Remarks:

6. **PHYSICAL AND MENTAL HEALTH.** As evidenced by physical energy and lack of absence due to illness. Well-balanced mentally, emotionally stable, poised, and happy.

Poor	Below Average	Average	Above Average	Superior
* *	* *	* *	* *	* *

Remarks:

7. **PERSONAL QUALITIES.** As evidenced by personal appearance, neatness, and good grooming; by a standard of conduct which will merit the respect of the community; by evidence of ambition, drive, and industry.

Poor	Below Average	Average	Above Average	Superior
* *	* *	* *	* *	* *

Remarks:

8. **PROFESSIONAL ETHICS.** As evidenced by active support of and membership in professional organizations; by committee work in furthering aims of the teaching profession and by a strong professional loyalty. Teacher sees his own duties in proper educational perspective and cooperates willingly with administration and fellow teachers.

Poor	Below Average	Average	Above Average	Superior
* *	* *	* *	* *	* *

Remarks:

9. **RELATIONS WITH PARENTS AND PUBLIC.** As evidenced by parental confidence in and community respect for the teacher; by active participation in community affairs.

Poor	Below Average	Average	Above Average	Superior
* *	* *	* *	* *	* *

Remarks:

10. **COMPOSITE RATING.** A rating based on all the factors considering all the teachers you have known and with whom you have worked; how would you rate this teacher.

Poor	Below Average	Average	Above Average	Superior
* *	* *	* *	* *	* *

Remarks:

* A check under "Poor" **must** be explained under "Remarks." The basis of your evaluation for other ratings may be explained under "Remarks," if desired by either the teacher or the person evaluating. If you have insufficient evidence for rating any factor, please so state.

A Varying Schedule Salary Plan

 # Basic Schedule # Career Placement

 # Master Placement

A school district in the eastern part of the country adopted a salary plan consisting of three types of pay schedules: a basic schedule, a career placement schedule, and a master placement schedule.

The purpose of varying schedules for teachers is to "recognize the quality of teacher performance as well as the quality of teacher training and experience," as stated in the school district's handbook.

By this approach, the board of education hopes to "attract and retain top-flight teachers, to recognize and reward financially the most capable teachers, and to encourage all teachers to extend themselves to teach more creatively and effectively."

The salary schedules express a policy "which the board expects to follow in fixing salaries, but it is not a contract between the board of education and the employees. The board of education will make every reasonable effort to maintain the schedule; however, it reserves the right to make any additions, reductions, or other changes which in its judgment may be necessary from time to time."

The three schedules are presented here as they appear in the handbook.

Basic Schedule

The basic schedule is the hiring schedule. It includes all teachers new to the district (probationary teachers) as well as tenure teachers whose teaching service has been evaluated as satisfactory.

Career Placement Schedule

Career placement is for tenure teachers or probationary teachers with at least four years of teaching experience, two of which must have been spent consecutively in the _____ School System.

Eligibility for transfer from the basic schedule to the career schedule requires the following:

1. Bachelor's degree and a New Jersey teaching certificate (Exception for certification purposes - teachers with out-of-state experience).

2. Evidence of professional growth - Six (6) semester hours of graduate work in his field within the past four years, or its equivalent, such as related research, seminars, travel, etc.

3. An overall evaluation of "above satisfactory" to "excellent" (see form CO-P-5 (65-R) by the administrative and supervisory staff.

Master Placement Schedule

Master placement is for tenure teachers or probationary teachers with at least five years of teaching experience, two of which must have been spent consecutively in the _____ School System.

Eligibility for transfer to the master schedule requires the following:

1. Master's degree and a state teaching certificate (Exception for certification

purposes - teachers with out-of-state experience).

2. Evidence of professional growth (see item 2, above).

3. An overall evaluation of "outstanding" (see form CO-P-5 (65-R) by the administrative and supervisory staff.

Implementation

A. Credit for Prior Teaching or Military Experience.

In determining the starting salary of teachers new to the system, a maximum of ten years including three years of military service may be given for outside experience or its equivalent.

B. Evaluation

Teachers will be evaluated for career and master placement as they become eligible and subsequently every two years.

C. Basic Schedule

1. Probationary teachers considered "satisfactory" or above will receive a normal increment.

2. Probationary teachers considered "doubtful" may be retained for one more year with no increment or released.

3. Tenure teachers placed on the basic salary schedule who render satisfactory service are eligible for the normal increment of that schedule.

D. Career Placement

Teachers who qualify for transfer from the basic schedule to career placement will receive an initial increment of $600 and subsequent increments of $450, provided their teaching competency and professional development continue at that high level.

E. Master Placement

Teachers who qualify for transfer to master placement will receive an initial increment of $800 and subsequent increments of $450, provided their teaching competency and professional development continue at that high level. All master teachers, except department chairmen, will be assigned a full teaching load with a minimum of non-instructional duties.

F. Other Members of the Professional Staff

Those specialists (nurses, guideance counselors, librarians, speech therapists, etc.) whose primary responsibility is other than classroom instruction are eligible for the career placement only.

G. Withheld Increments

Any teacher transferred to the career or master placement who fails to meet eligibility requirements shall receive a partial increment, no increment, or be returned, if necessary, to the basic teachers' salary schedule.

H. Extenuating Circumstances

The superintendent of schools has the authority to take into consideration extenuating circumstances in implementing the above schedules.

Administration

The plan shall be administered by the superintendent of schools with the help of advisory committees.

The advisory committee for elementary teachers, grades K-6, shall consist of::

1. assistant superintendent of schools for instruction
2. director of elementary education
3. principal of the elementary school concerned

The advisory committee for secondary teachers, grades 7-12, shall consist of:

1. assistant superintendent of schools for instruction
2. director of secondary education
3. principal of the school concerned

The superintendent shall review the recommendations of the advisory committees for salary-guide placement, and shall submit his recommendations to the board of education prior to the Easter recess.

The final decision rests with the board of education.

The right of a teacher to review his evaluation through channels, up to and including the board of education, applies.

The above program is subject to periodic review and revision by all concerned. [Evaluation form and salary schedule follow.]

TEACHER EVALUATION

Name_____ School_____

Assignment_____ Date_____

Information regarding the performance of the above staff member, to the present time, is herby submitted.

EVALUATION KEY

Outstanding
Excellent
Above Satisfactory
Satisfactory
Needs Improvement

I. Personal fitness for teaching _____
II. Classroom effectiveness* _____
III. Relationship with students _____
IV. Relationship with parents _____
V. Relationship with staff _____

OVERALL EVALUATION _____

Dates of class visitation _____

Dates of follow-up with teacher _____

REMARKS

_____

_____

_____

_____

_____

* This item represents the major part of the overall evaluation.

Note: See attached "Criteria for Teacher Evaluation" form for guide to "Evaluation Key"

_____
Signature

_____
Position

CO-P-5 (65R)

[Note: Guide to "Evaluation Key" not included in S & M]

BASIC, CAREER, AND MASTER SALARY SCHEDULE

	BASIC SCHEDULE				CAREER PLACEMENT			MASTER PLACEMENT		
	4-Year Level	5-Year Level	6-Year Level		4-Year Level	5-Year Level	6-Year Level	4-Year Level	5-Year Level	6-Year Level
Step	Bachelor's Degree	Master's Degree or Equivalent	Master's Degree plus 30 Graduate Credits	Earned Increments	Bachelor's Degree	Master's Degree or Equivalent	Master's Degree plus 30 Graduate Credits	Bachelor's Degree	Master's Degree	Master's Degree plus 30 Graduate Credits
1	$ 6350	$ 6850	$ 7350	----	----	----	----	----	----	----
2	6650	7150	7650	$ 300	----	----	----	----	----	----
3	6950	7450	7950	300	----	----	----	----	----	----
4	7250	7750	8250	300	----	----	----	----	----	----
5	7550	8050	8550	300	$ 7850	$ 8350	$ 8850	----	----	----
6	7800	8300	8800	250				$ 8350	$ 8850	$ 9350
7	8050	8550	9050	250						
8	8300	8800	9300	250						
9	8550	9050	9550	250						
10	8800	9300	9800	250	350	350	350	450	450	450
11	9050	9550	10,050	250						
12	9300	9800	10,300	250						
13	9550	10,050	10,550	250	10,650			11,500		
14	9800	10,300	10,800	250	----	11,500	----	----	12,450	----
15	10,050	10,550	11,050	250	----	----	12,350	----	----	13,400

ALL SCHEDULES:
1. Non-degree teachers shall be paid $500.00 less than the 4-Year Level.
2. Teachers with a Bachelor's plus 15 graduate hours, Master's plus 15 graduate hours, Master's plus 45 graduate hours, and a Master's plus 60 graduate hours shall be paid $250.00 more than the preceding level.
3. Teachers with an earned Doctorate shall be paid $800.00 more than those on the 6-Year Level.

Shoreline Public Schools Merit Pay Plan
Seattle, Washington

[The Shoreline Public School System of Seattle, Washington, rewards outstanding employee performance by placing deserving employees in a category named "Level III", which adds $1,008 to their Level II salary step. Following is the school system's description of its merit pay application and evaluation procedures.]

The primary objective of Level III is to extend the salary schedule to give outstanding classroom teachers an opportunity to earn a salary commensurate with their performance and their total professional contributions. The selection of teachers to receive Level III compensation is a most important and difficult task. It is believed that this selection can best be accomplished by a Level III salary review board, consisting of five members and constituted in the following manner: a representative from the central office appointed by the superintendent: this member will be the chairman of the board. A principal to be appointed by the superintendent, one elementary teacher, one junior high teacher, and one senior high teacher to be appointed by the SEA president and approved by the SEA representative council. In addition to these members, any member of the school board may act as an ex-officio member of the review board.

Classroom teachers who have met the eligibility qualifications of Level III placement are strongly encouraged to apply for Level III consideration. The responsibility for initiating requests for such placement rests entirely with the classroom teacher, and is effected by the submission of a formal application, together with a letter to the superintendent of schools during the month of November.

Experience has shown that these letters of application are of most value to the review board when they are unstructured as to content; that is, when the candidate is free to include those factors related to his qualifications that he considers of value. It is considered essential, however, that all letters contain some reference by the applicant to the leadership responsibilities of Level III teachers. Applicants should be aware that the letter of application is their first contact with the review board, and consequently the letter should be viewed as an important part of the selection process.

As indicated in the body of the teachers' salary schedule and provisions document, interviews will be held with the applicant and the principal of the applicant as part of the selection process.

Building principals are notified of those teachers in his building who have made application for Level III placement. This notification is given at least two months prior to the time that the building principal will be interviewed by the review board. The interview with the principal centers on the teaching performance of the candicate and the success the candidate has in working with pupils, teachers, auxiliary staff personnel, and parents.

During his interview with the board, the candidate will be asked about such things as: cultural and professional background in light of his teaching assignment, evidence indicative of his professional growth, expression of his education philosophy and examples of how he attempts to implement it, and about his participation in professional activities.

It should be emphasized that selection for Level III is based primarily upon the applicant's performance as a teacher in his building. Participation in professional activities and contributions to extracurricular programs of the school are, of course, recognized and given consideration. However, the fundamental question the review board

is attempting to answer is: How effective is this person as a classroom teacher? Teachers should be aware, too, that the length of service in area of competency (reference here is to secondary school personnel) is important to Level III placement. The applications of candidates teaching in areas other than that of the major area of preparation and those of candidates who have taught at a given educational level for less than three years, are given careful scrutiny.

As indicated earlier, a teacher initiates his application for Level III placement in November of any given school year. During the months of March, April and May, interviews will be held with the applicants and building principals. On or before June 1, applicants well be notified of their acceptance or rejection for Level III placement. A rejected applicant has until September to appeal the review board's decision. This he does by contacting the review board chairman and requesting that the board be reconvened for the purpose of hearing the applicant's appeal. Unsuccessful applicants are encouraged to contact the chairman of the board (even though they may not desire to make an appeal), because the letter sent to them on or before June 1 will not in any way indicate the reasons for rejection, and it is believed that the best interest of education will be served if these reasons can be discussed with the applicant. Applicants may make a final appeal to the superintendent of schools, if they continue to be dissatisfied with the review board's decision following the appeal hearing with that group.

Successful applicants for Level III placement will be re-evaluated by the review board every three years to insure that their placement on Level III continues to be warranted. In the re-evaluation process the review board shall consider: (1) A written statement by the current principal regarding the teacher's effectiveness as a classroom teacher. (2) The three most recent annual evaluations given by the building principals.

Ordinarily the recommendation of the current principal shall be followed, but if either the current principal or the review board is in doubt, then interviews of the principal and the applicant will be conducted by the review board. Teachers removed from Level III upon re-evaluation may request an interview with the review board. If the outcome of the re-evaluation interview is unsatisfactory, the teacher may make a final appeal to the superintendent of schools.

Merit Pay – Level III

1. Statement of Purpose and Procedures

A. The primary objective of Level III is to extend the salary schedule to give outstanding teachers an opportunity to earn a salary commensurate with their performance and their total professional contributions. It is mandatory that a strong basic salary schedule be maintained.

B. It is recognized that a difference of teacher competency does exist and those teachers who do contribute more to the total educational program should receive some compensatory recognition of their effort and ability.

C. To select these teachers and to develop a suitable compensation is the duty of the Level III salary review board. The success of the program is contingent upon the professional spirit of the Shoreline staff and reasonable degree of trust placed, on the part of the staff, in the review board. It then becomes the board's responsibility to justify this trust.

D. As a step toward this justification the board has agreed upon certain qualifications for the applicant, some procedures to determine the applicant's over-all professional contributions, and some basis for this determination.

(1) Qualifications for the applicant:

(a) Must be on Level II of the certificated staff salary schedule at the time of application and in the BA - plus 90 column or have a master's degree.

(b) Must be a certificated employee who spends at least 50% of the formal school day in a direct teaching assignment, and whose salary is entirely computed from Level II of the certificated staff salary schedule. An exception to this definition of a classroom teacher shall be made in favor of librarians who will be eligible for Level III applications.

(c) Must have six years of actual teaching experience, with no less than three years in the Shoreline District.

(2) Procedures to determine applicant's over-all professional contributions:

(a) Review of application.

(b) Interview with applicant's building principal and/or other supervisory personnel.

(c) Summary by superintendent's representative of records on file.

(d) Interview with applicant.

(3) Bases to determine the applicant's professional contributions:

(a) Teaching performance - enthusiasm and ability to simulate learning.

(b) Personal interaction - teacher-pupil, teacher-teacher, teacher-administrator, teacher-parent relationship - generosity in the appraisal of the behavior and motives of other people.

(c) Professional qualifications - cultural and professional background in light of the individual's teaching assignment, participation in professional activities, professional growth, philosophy.

(d) Personal characteristics - integrity, loyalty to the profession, and mental and physical vigor.

(e) Length of service in area of competency.

(4) Procedure for appeal:

(a) An applicant who has been refused by the Level III review board may request the chairman to reconvene the board for the purpose of hearing the applicant's appeal.

(b) A final appeal may be made to the superintendent of schools.

E. The review board will provide building principals with a summary statement of the board's action pertaining to applicants from his building.

F. Applications for placement on Level III for the following school year shall be submitted to the superintendent of schools during the month of November. Application forms can be obtained at the superintendent's office. All interviews will be conducted during the second semester. Teachers to be placed on Level III will be notified on or before June 1.

G. Teachers who have been selected for Level III will be evaluated by the review board every three years.

2. Review Board Membership

The Level III salary review board consists of the following five members:

A. A representative from the Educational Service Center appointed by the superintendent. This member will be the chairman of the board.

B. A principal to be appointed by the superintendent.

C. One elementary teacher, one junior high teacher, and one senior high teacher to be appointed by the SEA president and approved by the SEA representative council.

D. Any school board member may act as an ex-officio member of the review board.

3. Review Board Tenure

A. Each member may serve on the review board for no more than two consecutive years, with the exception of the superintendent's representative.

B. The principals' representative and the senior high schools' representative will be appointed in the odd numbered years, and the remaining positions will be appointed in the even numbered years.

C. The members of this board shall be appointed in sufficient time to be approved at the first representative council meeting in the fall.

4. Compensation for Level III shall be 15% of Base Salary.

Pupil Personnel Services

1. Statement of Purpose

A. The primary objective of Professional Merit is to extend the salary schedule to give outstanding personnel an opportunity to earn a salary commensurate with their performance and their total professional contributions.

B. It is recognized that a difference of professional competency does exist, and those who do contribute more to the total educational program should receive some compensatory recognition of their effort and ability.

C. To select these personnel and to develop suitable compensation are the duties of the pupil personnel services salary review board. The success of the program is contingent upon the professional spirit of the Shoreline staff and reasonable degree of trust placed, on the part of the staff, in the review board. It then becomes the board's responsibility to justify this trust.

2. Qualifications, Procedures and Basis for Determining Professional Contributions

As a step toward this justification, the board has agreed upon certain qualifications for the applicant, some procedures to determine the applicant's overall professional contributions, and some bases for this determination.

A. Qualifications for the applicant

(1) Must be on Level II of the Certificated Staff Salary Schedule at the time of application and in the BA-plus 90 column or have a master's degree.

(2) Must meet the Washington State Department of Public Instruction requirements for the area in which the applicant is assigned.

(3) Must be a certificated employee who spends the majority of the formal school day in a pupil personnel services assignment, and whose salary is entirely computed from the various levels of the salary schedule.

(4) At time of application, the applicant must have at least six years of professional or teaching experience, with no less than three years of pupil personnel services experience in the Shoreline District.

(5) Applications must be received by the review board chairman on or before November 30. All interviews will be conducted during the second semester. Recommendations for placement on Professional Merit status will be determined by the end of June, and those qualifying will be notified on their appointments.

(6) Personnel who have been selected for Professional Merit will be reevaluated by the review board every three years.

B. Review Board Membership

The pupil personnel services salary review board consists of the following nine members:

Shoreline Public Schools, Seattle, Washington

Certificated Staff Salary Schedule

Effective July 1, 1970

[Levels II and III only]

LEVEL II

Step	B.A.+45	B.A.+60	B.A.+75	B.A.+90	B.A.+135
4	$8,789	$8,957	$9,098	$9,307	$9,825
5	8,991	9,206	9,354	9,623	10,127
6	9,206	9,408	9,623	9,926	10,443
7	9,408	9,623	9,825	10,242	10,753
8	9,623	9,825	10,026	10,551	11,076
9	9,825	10,026	10,242	10,854	11,378
10	10,026	10,242	10,443	11,277	11,795
11	10,242	10,443	10,652	11,688	12,205
12	10,443	10,652	10,854	12,105	12,616
13	10,645	10,854	11,076	12,521	13,026
14				12,925	13,450

To move to Level II a teacher must:

1. Have completed his 5th year (B.A. +45) of college training.
2. Have at least 3 years actual classroom experience.
3. Possess a Washington standard or equivalent certificate.
4. Be recommended by his building principal.
5. A teacher new to Shoreline who meets the above requirements may be placed directly on Level II at the discretion of the superintendent's office.

LEVEL III

Step	B.A.+45	B.A.+60	B.A.+75	B.A.+90	B.A.+135

8-14: Additional $1,008 to Level II Salary Step.

To move to Level III, a teacher must:

1. Have at least a master's degree or a B.A.+90 quarter hours of educational training.
2. Have at least 6 years of actual classroom teaching experience, three of which must have been in Shoreline.
3. Submit an application for Level III to a review board for evaluation.

GRADUATE DEGREES: M.A.,M.S.,M.Ed - add $500 EdD or PhD - add $500

(1) The representative from the Educational Service Center appointed by the superintendent. This member will be chairman of the board.

(2) A principal to be appointed by the superintendent.

(3) One elementary teacher, one junior high teacher and one senior high teacher, to be appointed by the SEA president and approved by the SEA representative council.

(4) A junior high and a senior high counselor to be appointed by SEA president and approved by the SEA representative council.

(5) Two members of the pupil personnel services staff to be appointed by the SEA president and approved by the SEA representative council.

(6) Any school board member may act as an ex-officio member of the review board.

C. Review Board Tenure

(1) Each member may serve on the review board for no more than two consecutive years with the exception of the superintendent's representative.

(2) The elementary teacher representative and senior high representative, one pupil personnel services representative and a junior high counselor will be appointed in the odd numbered years, and the remaining positions will be appointed in the even numbered years.

(3) The members of this board shall be appointed in sufficient time to be approved at the first SEA representative council meeting in the fall.

3. Compensation for Professional Merit shall be 15% of Base Salary.

Step Increases

A. A step increase shall be awarded upon certification by the building principal of a teacher's satisfactory service in the Shoreline District.

B. To be eligible for a full step increase, a teacher must have been employed 90 contract days during the previous teaching year.

Educational Requirements

A. Because the professional teacher may seek renewal and improved competence in many ways other than by simply taking additional college course work, no specific requirements beyond state certification requirements will be made as to the number of hours which should be taken to maintain one's position on the salary schedule. The professional teacher will, however, continue to be encouraged both by the salary schedule and the District administration to pursue additional academic course work, and teaching competence and growth will continue to be the prime criteria for maintenance and advancement on the salary schedule.

B. To secure educational adjustments, a teacher must furnish all necessary supporting data to the superintendent's office not later than the third Friday in September. These adjustments will be effected on the November 1 warrant, and will be retroactive to the beginning of the contract year.

C. In-service and/or travel credit shall not exceed five credits per fifteen hours between educational adjustments.

Additional compensation may be granted upon the recommendation of the administration and approval of the board of directors for exceptional service, specialized

service, specialized duties, and/or extra curricular activities.

1. Coordinators' Assignments

A. Coordinators shall be compensated according to their placement on the certificated staff salary schedule multiplied by 1 + .17*. An additional amount equal to 1/185 of the resultant product shall be added for each contracted day beyond 185 days.

B. Personnel assigned as coordinators shall work a minimum of 210 days and a maximum of 225 days.

2. Project Leaders

A. Project Leaders shall be compensated according to their placement on the Certificated Staff Salary Schedule multiplied by 1 + .13*. An additional amount equal to 1/185 of the resultant product shall be added for each contracted day beyond 185 days.

B. Personnel assigned as project leaders shall work a minimum of 185 days and a maximum of 215 days.

3. Pupil Personnel Services Assignment

A. Counselor Assignments:

(1) Counselors shall be compensated according to their placement on the certificated staff salary schedule multiplied by 1 + .08*. An additional amount equal to 1/185 of the resultant product shall be added for each contracted day beyond 185 days.

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*80% of responsibility factor to be granted during 1970-71 school year.

Rich Township, Illinois, Merit Program

There are several basic beliefs which determine the characteristics of a merit pay plan devised by the board and staff of the Rich Township school system in Cook County, Illinois. Rich Township describes its plan as follows:

Basic Philosophies

1. Not all teachers are equally effective. An outstanding teacher should receive a larger salary than the less effective teacher. Neither length of service in teaching nor the degree earned should be the primary determining factors in salary earned. Effectiveness as a teacher must be the primary determining factor in establishing salary.

2. Every staff member in the school system is on merit - there are no limits as to percentage of each division or building. Through selective recruiting and careful selection of staff members, the staff is comprised of above-average teachers.

3. Teachers must hold the opinion that a merit system is the one in which they desire to teach.

4. The program must be reviewed periodically to continually improve any aspects indicating such need.

Evaluators

Evaluation of teachers is made by professional staff members who:

1. Are trained in educational administration, educational methods, and have developed a philosophy of education consistent with that of the school system.

2. Understand the role of the teacher in the total school program and can evaluate the effectiveness of that individual.

3. Are in direct professional contact with persons being evaluated.

4. Have adequate time available for visitations and conferences.

At all times evaluations are openly discussed with the teacher, and never contain information not discussed with the person being evaluated. Teachers can make their own self-evaluation, and are required to do so at the second formal evaluation conference.

Evaluative Process

1. Teacher Performance

A. By the Division Chairman

(1) Each teacher is visited by his division chairman in the classroom at least six times during the school year, twice during each of the first three quarters.

(2) A conference with each teacher new to the staff is held by the end of the first six weeks.

(3) Division chairmen prepare written evaluations of performance based upon observations during the first two visits, (prior to November 15) and arrange a conference with each teacher to discuss this evaluation. The teacher reads and initials this evaluation.

(4) The same procedure as in #2, except the conference is held prior to February 1, following the two classroom visits which take place during the second quarter.

(5) During the month of May, division chairmen arrange a final conference with each teacher in his department, with a written evaluation as its

basis, following the completion of the six classroom visits. This evaluation is read and initialed by the teacher.

(6) The number of classroom visits by the division chairman to teachers who have been on the staff for more than three years shall be at the discretion of the division chairman, but shall not be fewer than one each quarter.

B. By the Principal

(1) Each classroom teacher is visited by his principal before the end of the first quarter and both confer before the end of the second quarter. The basis of this conference is the total performance both in and out of the classroom. A written evaluation is prepared by the principal which the teacher reads and initials if he so desires.

(2) The principal arranges a final conference on evaluating the total performance of the teacher during the year, having again visited the classroom during the third quarter.

C. By the Teacher

(1) Each teacher prepares written self-evaluation, based upon the Teacher Self-Evaluation Form, before the end of the second quarter.

2. Category Ratings

At the staffing conference (latter part of February) the superintendent, director of general services, campus principal, and division chairman of the teacher being evaluated will meet for the purpose of evaluating each teacher by category. Division chairmen categorize only the teachers in their division. Ratings are made independently by the principal and division chairman, with the superintendent and director of general services as oral participators. The category rating mutually agreed upon for each teacher is forwarded to the board of education. There is no limit on the number of teachers in any one category.

3. Increments

Upon receiving the category ratings for each teacher, the board of education determines the monetary amount to be assigned each category. This is not necessarily constant from year to year - no set amount has been established. During the past several years, the lowest category has received no less than $600, and the highest category has received as high as $1,600.

Evaluation Guide

These categories identify different levels of teaching performance. Of necessity, the descriptions are general, intended to apply to all types of teaching assignments. Performance is viewed in terms of the criteria used in the descriptions and a determination is made placing the teacher into a category.

All personnel involved in the evaluation process are aware of two basic assumptions:

1. There is subjectivity involved. While as much objectivity as possible is exercised in making fair appraisals, value judgments and opinions of evaluators cannot be completely eliminated.

2. Within each category there is considerable range. Performance is viewed as if on a continuum ranging from lowest performance to highest performance at the extremes. Categories in the continuum define certain areas on the line of progress. But the categories are sections of broad scope, with room for growth within each. Thus, each category is a continuum.

The educational program consists of in-class and out-of-class activities. All phases of the program must be considered if these are parts of a staff member's assignment.

In the merit program, mechanics are established that will reward the staff member who does an effective job of carrying out his assignments. There are also mechanics that will further reward the staff member who, in addition to being effective, demonstrates qualities of creativity, leadership, consistent professional growth, and genuine understanding of the learning process. At the same time, the merit system attempts to make appropriate awards for performance that is less than expected of a staff member.

Categories VI, V, and IV are for teachers who generally are below the performance expected of a tenure teacher. Teachers with little or no experience are the ones most frequently receiving these ratings.

Category VI

General performance is unsatisfactory to the district.

Category V

This category describes teachers with little or no experience who perform in a satisfactory manner. Subject matter is presented routinely with occasional lapses of preparation. Classes are teacher-dominated, with little visible evidence of an understanding of the learning process and the needs of individual students. He has a modicum of success in working with students. He may have frequent student problems and often refers these to someone else to solve.

This teacher participates minimally in the affairs of his profession. He attends curriculum meetings, but is seldom a positive contributor. He reluctantly accepts his responsibilities.

He is usually accepted by fellow teachers. There is usually indication that he needs to develop more maturity and better judgment in school situations. He may need frequent reminders concerning the performance of administrative details.

He may know the district's educational goals but is primarily concerned with action only in his own area of specialty. He is occasionally concerned about community issues.

A teacher in this category is generally one with little or no experience who is having some problems of adjustment. For an experienced teacher, this level of performance might indicate a loss of motivation and drive. This teacher has the potential to be a valued member of the faculty.

Category IV

The teacher in this category demonstrates good performance in all or almost all areas of responsibility. Planning and teaching are done in a consistently good manner. He has a general understanding of the learning process and makes some provision for individual students. Lessons are usually deductive in nature. He may tend to lecture too much rather than plan a careful and logical progression of inductive questions. Classes have a tendency to be teacher-dominated. He tends to relate to certain ability levels better than to others. Occasionally, administrative details are missed. Generally, he accepts responsibility for student activities, but, is sometimes dilatory in carrying out assignments. He often relies on punitive rather than preventive measures to maintain control.

This teacher works adequately on curriculum projects and demonstrates some interest in his profession.

His relationship to the faculty is good and is receptive to the suggestions of his fellow teachers.

He has some feeling for the total school program, but has some difficulty in relating all parts to the school's total objectives. Generally, he chooses to make his contributions in a somewhat limited area of the program. He is aware of some community issues and occasionally participates in community affairs.

The level of performance is considered normal for a teacher with little or no experience. It would be somewhat below the

expected level for an experienced teacher. It might also apply to a teacher whose performance is not easily or consistently predictable.

This teacher is a valued member of the faculty.

Category III

Category III describes the staff member who does an effective job for the school district. A teacher rated in this category is definitely successful.

This teacher is consistently very good in all of his assignments. Imagination and creativity are evident in his teaching. He has an adequate understanding of the learning process and of the interests and characteristics of youth. Lessons are deductive rather than inductive. He is effective with most students, and may be more successful with one level of students than with another. He effectively handles student problems.

This teacher works hard as a member of his department on curriculum improvement. His professionalism is enhanced by his regular participation in the general affairs of his profession.

His relationship to the faculty is good. He is aware of the importance of carrying out administrative details and organizes accordingly. He gets along well with the staff and occasionally assumes a leadership role.

A healthy interest and participation in the total school program is consistently shown by this teacher. His judgment is good, and he contributes to the stability and good atmosphere of the school. He is aware of community issues, and in his community activities, conveys school needs and desires. Generally, this faculty member is familiar with the total school program and how the various parts are influential in achieving the goals of the school.

His level of performance is considered very good for an experienced teacher. It is considered as superior for a new or beginning teacher. Both the quality and the quantity of performance are at a high level. A teacher doing a very high quality job in limited areas might be considered at this level. On the other hand, a teacher with many assignments, handled in good fashion, might well place at this level.

This teacher is an asset to the school program and his services are valued.

Categories II and I contain descriptions which characterize the teacher who is a "natural". He has maturity, maintains extremely fine rapport with his students, is thoroughly aware of how students learn, is involved in many aspects of the school program, and very often provides leadership.

Category II

This teacher is excellent in all or almost all his assignments. He is creative and couples his creativity with continuous study of the learning process. Structure, meaning, and genuine opportunity for learning are always noticeable in his lessons. He employs the inductive method frequently and with definite expertise. He works well with all student ability levels and anticipates and prevents student problems before they happen - as a result of warmth and understanding as much as from a firm discipline policy.

He is extremely concerned about improving curriculum and will at times be a leader in this area. He is active in his profession, both in the subject matter field and in general association activities in both areas showing occasional leadership.

He is recognized as a dedicated career teacher. He is frequently consulted by other staff members, for whom he is often a spokesman. His attention to administrative aspects makes the school run smoothly and give a definite sense of organization to his classes.

A healthy interest and participation in the total program is always demonstrated

by this teacher. He demonstrates mature judgment, thereby contributing to the stability and good atmosphere of the school. In addition, he is knowledgeable about community issues and is a positive spokesman for the school. He is very familiar with the total school program and how the various parts are influential in achieving the goals of the school.

Generally, he is a very successful, experienced teacher. Only exceptional teachers with little or no experience could expect to find themselves in this category. An individual who is actively and positively involved (quantitatively and qualitatively) in key extra-class activities in the school, and who carries out these responsibilities with considerable success, is placed at this level. His classroom performance generally fits that defined in Category III.

Category I

This teacher is superior in all or almost all his assignments. All his assignments are carried out in a highly successful manner characterized by imagination and creativity. He has an excellent understanding of how youths learn, and his lessons, preparations, and tests reflect this. He is an interesting person, widely read and conversant on a broad range of topics.

This type of teacher is rare in any school; he is a "natural". He has a quality about him that attracts both students and colleagues. He works very well with students of all ability levels. He displays superior qualities in working with student activities. He assumes responsibility naturally, both for improving the profession and for upgrading his subject matter curriculum. In all endeavors he follows an assignment or a responsibility through to a logical and complete conclusion. He encounters no discipline problems because of his natural and mature manner of dealing with students. He anticipates and prevents problem situations from arising.

This teacher has demonstrated loyalty to the school through his tenure with the district. He continually has leadership roles within the school. He knows how to lead and to influence others in a very tactful manner. He is a dedicated career teacher.

His attention to administrative aspects of the school makes the school run smoothly and give a definite sense of organization to his classes.

He is highly conversant about the total program of the district and the contributions of the various parts to the objectives of the school. He actively participates in community affairs, uses much discretion, and is astute in community relationships. His mature judgment contributes a great deal to the stability of the school and the community.

He has abilities, interests, and drive that make him a leader in total job performance, in and out of the classroom. This individual has a demanding program, all aspects of which are carried out with great success. He can stand the stress of a difficult classroom assignment as well as a heavy extra-class load - and continually maintains high quality performances in all areas.

The district would suffer a distinct loss if this teacher were to leave.

A Successful Merit Compensation Plan

A merit compensation plan for superior teachers is a unique innovation in the teaching profession. In general, teachers resist it; boards of education favor it. All over the nation people are debating it; only a very few school systems have a plan in actual operation.

This article describes one phase of the plan that has been functioning in a district since September 1958. Basically the plan is successful because it:

- is not just words; it is not a showcase; it provides specific benefits.

- incorporates the new thinking of board members into the original system in effect since 1958.

- is designed so only those who rate, will receive it.

- is actually paying an additional $500 to some participating teachers and $1,000 to others.

Purpose of the Plan

1. Statement of board of education: "It is generally recognized that there are qualitative differences among people in all professions and occupations. Some teachers are more willing and/or able than others to render superior service. It is therefore unfair to pay all teachers according to the same salary schedule. Since provision should be made to give additional financial remuneration to those teachers whose services have been consistently superior, the board of education has adopted this Incentive Compensation Plan. In recognition of unusual teaching ability and/or service to the schools and community, the board may grant incentive compensation of $500 per year to qualifying teachers."

2. To achieve these purposes that plan must provide for the establishment of an Incentive Compensation Fund to be included in each yearly budget of the board.

Eligibility

1. A teacher may be ELIGIBLE for consideration for Incentive Compensation annually if:

   a. he holds permanent certification.

   b. he has been granted tenure.

   c. his overall performance and rating is above a 200 "Index Score" for step 1; 220 for step 2; 230 for step 3.

   d. A three year interim has elapsed between steps.

Nomination

Nomination may be made by the superintendent of schools, the assistant superintendent for curriculum, the teacher's principal, a director or supervisor. A teacher may apply for consideration or be sponsored by any member of the teaching staff.

Procedures for Application

1. the nominee must submit:

   a. Application for Incentive Compensation form.

   b. Summary statement by the teacher or sponsor indicating why he is entitled to the incentive compensation. If prepared by the sponsor, statement must be signed by the applicant.

   c. Evaluation Rating for Incentive Compensation on self.

2. A complete set of procedures for application may be obtained from the chairman of the committee.

Evaluation Committees

The following committees will be responsible for evaluation of candidates:

High School Personnel: assistant superintendent for curriculum, assistant superintendent for business, high school principal, high school vice-principal.

Elementary Personnel: assistant superintendent for curriculum, assistant superintendent for business, building principal, elementary curriculum coordinator.

District Personnel: assistant superintendent for curriculum, high school principal, elementary principal.

Committee Responsibilities

1. The committees will be chaired by a member of the supervisory staff.

2. Four evaluation forms must be filed.

3. A Teacher Rating Report must be filed by the building principal.

4. Examination of teacher's records and personal data in connection with evaluation.

5. Rate each participant annually by means of Evaluation Incentive Compensation Sheet.

Deadlines for Applications

1. All necessary forms to Chairman of Committee must be submitted on or before May 1 of each school year.

2. Recommendations by committee to the superintendent of schools must be filed on or before June 1 of each school year.

3. Presentations to board by the superintendent must be made at the regular meeting in June of each school year.

Schedule

First Step	Second Step	Third Step
Award	Award	Award
$500	$1,000	$1,500

Establishment of Participants

1. No more than 25% of the total number of classroom teachers may participate in the Incentive Compensation Plan. These shall be known as "Participants".

2. No more than 25% of the participants may receive $1,000 under the Incentive Compensation Plan.

3. No more than 15% of the participants may receive $1,500 under the Incentive Compensation Plan.

4. When quotas are filled, the list of eligible teachers who will receive incentive compensation shall be determined according to numerical scores, even though all scores are above the 200 Index Score. Thus it may be possible to obtain a 200 score and not receive the award.

5. Because a restricted number of teachers are permitted by the plan to receive step 2 and 3, the selection for recommendation of eligible participants shall be made rigidly according to numerical score listed in sequential order.

6. The total amount of money available for this program each year shall be determined by multiplying the figure known as the rate determining assessed valuation by one mill.

7. Under state law, the board does not have the power to enter into a binding contract with any teacher to pay additional amounts over and above the salary required by the local salary schedule. The board does have the power to pay a teacher amounts over the salary schedule, but additional payments may be made only on an

annual basis and cannot ripen into a binding contractual relationship on the part of the school district. Hence, such payments can be discontinued at any time.

8. The board reserves the right to modify and amend the provisions of this by-law, as may from time to time be in the best interest of the school district.

Application Form for Incentive Increment

I am submitting the following evidence to support my nomination to receive an Incentive Increment:

1. D-78 (Self-Evaluation)

2. Summary Statement by the teacher or sponsor indicating why he is entitled to the incentive increment.*

3. D-11 (Teacher's Rating Report)

4. D-13 (Report of Classroom Observations)

5. Examination of pupils' records to ascertain completeness, neatness and entries of information cumulatively, as well as plan books and class record books. Examiner's statement attached.

a. _____ _____
Date Teacher's Signature

b. _____ _____
Date Received Building Principal

c. _____ _____
Date Received Chairman Central Evaluating Committee

d. _____ _____
Date Received Superintendent

e. _____ _____
Date Received Board of Education

Increment granted _____ Increment not granted _____

Recorded in the minutes of the Board of Education dated _____.

*It is the responsibility of the applicant to inform the evaluators of all pertinent facts for a proper evaluation. To insure this it would be advisable that the summarization cover the items on the D-78 form. If the applicant so desires, he may invite the evaluating teacher or teachers to observe him in a teaching situation.

[Sample pages from evaluation and self-evaluation forms follow]

Evaluation Sheets for Incentive Increments Applicants

Sample Page

Marking Key: 5. Superior - 4. Very Good - 3. Good - 2. Fair - 1. Poor

Code of Candidate: _____ Date: _____

Please check each item					
TEACHING ABILITY					
1. ABILITY TO INTEREST PUPILS					
Instruction arouses interest; presentation inspires effort; methods encourage questions, discussion, experimentation and willingness to carry out assignments cheerfully.					
2. COOPERATION WITH SUPERVISION					
Encourages both official and unofficial visits; shares unusual lessons with supervisors, other teachers, student teachers, or visitors; willingly demonstrates instruction which implements the course of study.					
3. DAILY PREPARATION FOR TEACHING					
Makes use of a variety of resource activities to formally carry out the daily activities; use both commercially and personally prepared materials to insure high level of learning.					
4. EVIDENCE OF PLANNING ABILITY					
Keeps current a well organized plan for carrying out the instructional goals outlined in the course of study.					
5. NEATNESS OF ROOM, USE OF DISPLAY MATERIALS					
Adjusts the physical features of the room to provide an attractive environment; organizes both teacher's and pupils' materials for best effective use and storage.					
6. USE OF TEACHING AID DEVICES					
Selects equipment and materials which will make both the teaching and learning more effective; organize these aids in such a way that a minimum of instructional time is spent in readying the class for proper utilization.					
7. TACT WITH PUPILS					
Teacher respects pupils' opinions and suggestions; is friendly in manner and tone to all pupils and is sympathetic and understanding listener.					

Evaluation for Incentive Increment Applicants

Sample Page

Marking Key: 5. Superior - 4. Very Good - 3. Good - 2. Fair - 1. Poor

Candidate: _____ Date _____

In order to better assist the evaluator in his scoring, it will be required that you complete this form as a self-evaluation.

Weights indicated on left side of each item. Some weights are doubled. Total Possible: 240.

Please score each item

Teaching Ability

1. Planning

Weight		Score
5	a. Unit, term, year	_____
5	b. Daily	_____
5	c. Use of teaching devices	_____
10	d. Evidence of providing for individual differences	_____

2. Cooperation with Supervision

10	a. Encourages both official and unofficial visits	_____
10	b. Makes discriminating use of suggestions	_____

3. Attitude toward Pupils

10	a. Ability to interest	_____
10	b. Encourages questions and discussion	_____
10	c. Gives clear explanations	_____
10	d. Invites pupil participation and planning	_____

4. Classroom Control

Weight		Score
5	a. Mutual respect	_____
5	b. Businesslike attitude	_____
5	c. Evidence of self-discipline	_____

5. Neatness of Room

5	a. Physical features attractive	_____
5	b. Proper ventilation	_____
5	c. Materials arranged for effective use	_____

6. Personal Qualities

5	a. Courtesy	_____
5	b. Personal Grooming	_____
5	c. Self-control	_____
5	d. Dependability	_____
5	e. Works harmoniously with staff	_____

A Professional Career Program

Following is a sample salary incentive program which is divided into two parts, either of which the teacher may elect to pursue. The "Excellence in Performance" part of the program does not limit itself to performance alone in evaluating teachers, nor does it mention any specific criteria with which to measure teaching effectiveness.

The Professional Career Program is a salary incentive program for tenure teachers on or above the fifth step of the existing basic index schedule. The Program is to be voluntary in nature, in that qualified professional staff members may elect to participate in either the Professional Growth Program or the Excellence in Performance Program in order to qualify for salary advancement.

The purposes of the Professional Career Program are:

1. To encourage faculty members to strive for excellence in the teaching process.

2. To encourage commitment to the teaching profession and the community.

3. To encourage a continuing awareness of, and involvement in, current educational practices.

Professional Growth Program

The goal of this program is to foster the professional advancement of the teacher through inservice programs, travel and professional association activities. A program must be outlined by and approved for the participating teacher prior to implementation.

I. Eligibility for participation

All participants must:

1. Be a tenure teacher on or above the fifth step of the existing basic index schedule.

II. Preliminary plans

1. Eligible persons desiring to participate in the Professional Growth Program must submit their programs to a committee for prior approval. Such submission shall indicate the candidate's purpose and specific goals of his program, the length of time the proposal will take, and an indication of the candidate's estimate of indexed value of the proposal.

2. The candidate will notify the superintendent of schools, who, in turn, will convene the committee.

3. The committee and the candidate shall review the proposal and agree on an indexed value of the proposal for recommendation to the board of education.

4. Preliminary plans shall be approved by the board of education.

III. The evaluation committee

1. The chairman of the committee will be the superintendent of schools.

2. Additional committee members will be:

a. A building principal appointed by the superintendent

b. Two (2) teachers appointed by the president of the faculty association

c. A teacher appointed jointly by the superintendent of schools and the president of the faculty association.

IV. Approval of the program

1. Approval of the programs shall be by a simple majority of the committee.

2. All approved written requests shall be kept on open file with the committee.

3. Progress reports will be made periodically by the applicant to the committee.

4. The above committee shall have the power to seek outside advice when they deem it necessary, expenses to be paid by the board of education.

5. Submission of a written report of achievement of goals as originally stated shall be made to, and evaluated by, the committee.

6. The report shall be submitted to the board of education for final approval.

V. Requirements for a professional growth increment

1. Active involvement in one or more of the following professional areas, resulting in a contribution beyond that considered the responsibility of the professional teacher:

a. Travel
b. Curriculum development and workshops
c. Professional writing
d. Research
e. Satisfactory service as an exchange teacher
f. Supervision of student teaching
g. Professional organization activities at local, county, state or national level (officer, committee work, or other noteworthy contribution)
h. Committee service within school system
i. Other

VI. Remuneration

Upon satisfactory completion of the project, the evaluation committee shall recommend to the board of education the amount of remuneration, which will be between 5% and 10% of the participant's salary. For the purpose of this program, salary is the teacher's base salary for the school year in which the project is completed. Remuneration will be made in one payment at the end of the current school year.

Excellence in Performance

The goal of this program is to achieve teaching excellence by recognizing teacher effectiveness in the classroom situation, teacher involvement in the total school program, and interest in promoting school community awareness. Application for participation in this part of the program must be made in writing to the building principal by the individual involved. A teacher is eligible to receive an excellence in performance increment for a period of two years before re-application is necessary. The increment would be a supplement to the participant's salary.

I. Eligibility for participation

All participants must:

1. Be a tenure teacher on or above the fifth step of the existing basic index schedule.

II. Preliminary plans

1. Teachers wishing to participate must submit a written application to the building principal by June 15th, preceding the evaluation year. In the application, the teacher will name the coordinator and one classroom teacher who will serve on the evaluation committee.

2. An initial evaluation of the candidate's qualifications will be made by the committee and approval for participation will be granted or denied.

III. The evaluation committee

A. Elementary

The superintendent; the building principal involved; a team or grade level chairman named by the applicant, two elementary teachers, one chosen by the building principal and one chosen by the candidate.

B. Secondary

The superintendent; the building principal; a subject area coordinator or department chairman; two secondary classroom teachers, one chosen by the building principal and one chosen by the candidate.

IV. Approval of the program

1. Periodic meetings of the candidate with the committee are an integral part of the program.

2. The work of the evaluation committee must be completed and recommendations made to the board of education by May 1st of the evaluation year.

3. Final approval shall be made by the board of education.

V. Requirements for an excellence in performance increment

1. The teacher's performance shall be rated outstanding by the committee

Career Program

taking into consideration the following as guidelines:

a. Teaching effectiveness
b. Strengths in subject matter
c. Organization, management, and control
d. Cooperation with staff
e. Public relations

VI. Remuneration

The increment for successful participation in the Excellence in Performance Program is 10% of the participant's base salary in the school year, to be paid annually in equal installments. This remuneration will be in effect for a period of three years if the participant continues to be rated outstanding by the building principal.

If for any reason a decision by the building principal is unfavorable, the teacher has the right to appeal to the superintendent of schools.

EXAMPLE

Successful participation in the Excellence in Performance Program during the school year 1970-71 would result in:

'71-72 - base salary $8,000 plus $800

'72-73 - base salary $8,500 plus $850

'73-74 - base salary $9,000 plus $900

Trial Period

It is recommended that the Professional Career Program be in effect for a trial period of three years. Modifications of the program may be made by mutual consent of the board of education and the faculty association.

Lower Merion Township, Pennsylvania, Merit Pay Plan

The Lower Merion Township, Pennsylvania, Board of School Directors recently approved by a 7-2 vote an "extraordinary service increment" to 14 teachers. The employees were recommended for the raise under the terms of an agreement between the board and the Lower Merion Education Association. Each of the teachers will receive an additional $600 during the 1971-72 school year.

Following are the criteria for evaluating performance as described by the school board:

CRITERIA FOR EVALUATING
EXTRAORDINARY PROFESSIONAL
PERFORMANCE

School District of
Lower Merion Township
Ardmore, Pennsylvania

The committee discussed all the material referred to it by the general salary committee and reviewed the various elements involved in the procedure for implementing the program. The committee recommends that:

1. All teachers be eligible for equal consideration for supplementary increments without respect to their assignments.

2. Principals recommend in writing to the superintendent persons on the teaching staff of the school that qualify, as indicated in the handbook, for consideration for supplementary salary increments. These recommendations should be submitted in order of preference, supported by any statements the principal wishes to make. The traveling teachers will be jointly recommended by the principals of the schools in which the teachers work. Teachers selected for this recommendation as a result of a joint meeting of the principals with persons from the administrative staff, will have their names submitted by the principal of the school to which he is assigned for administrative purposes.

3. The lists will be reviewed by the assistant superintendent, the administrative assistant (assigned to personnel) to the superintendent, and the superintendent.

4. Formal nominations to the board will be made in writing by the superintendent. This list need not necessarily be limited to persons nominated by the principals.

5. It was agreed at the time of adoption of the present salary schedule, that the number of grants of supplementary increments in salary would be restricted in number for the first three or four years, since the maximum effort is to be devoted to salary adjustments as well as to continuing the regular increments in salary.

6. The superintendent shall confer with the principals, the assistant superintendent, and the administrative assistant to the superintendent (assigned to personnel) and to such other persons as he may desire.

7. Upon approval by the board of school directors, persons receiving these supplementary increments in salary will be notified by letter by the superintendent.

8. Each year the number of supplementary increments granted that year will be announced without respect to classification of teachers or schools. There also will be announced the cumulative number of active employed persons benefiting from the supplementary increments.

HIGH QUALITY TEACHING

Individualizes and motivates instruction to challenge every pupil to use his potential.

Effectively uses personal study of individual students that reveals respect for and understanding of each as an individual.

Adapts teaching methods to goals and types of students in a wise use of classroom time.

Employs valid and reliable evaluation methods that lead to improvement of the instruction program.

Maintains and uses highly adequate cumulative records in his teaching program.

Utilizes effectively the laws (principals) of learning.

Maintains a classroom atmosphere (environment) conducive to effective learning as far as circumstances within his control permit.

Helps students develop self-control to the point where they maintain relationships needed for living in a democracy.

Possesses a high command of his subject matter field (s) and related disciplines.

Develops the subject in a manner that permits students to succeed and leads to their independent study of it.

Provides help for students needing assistance beyond that available in the regular class period.

Has evidence that shows pupils have power to use subject commensurate with their potential.

Utilizes desirable innovations in teaching methods.

Uses efficiently books, library, audio-visual devices, community facilities, and other teaching aids.

Utilizes available human resources, both school and community.

Reveals through his speech and writing a thorough command of the English language.

Profitably uses suggestions and recommendations made to improve his teaching.

PROFESSIONAL GROWTH

Is a member of and participates in professional organization (s) directly related to his teaching position.

Keeps abreast of current educational thought and methods and developments in his field through reading professional literature, taking advantage of inservice training opportunities, and securing additional formal education beyond that required for qualification for a higher salary classification.

Originates new methods and develops new materials through research that improves the learning of students.

PROFESSIONAL RESPONSIBILITY

Cooperates in a professional manner in the building of curriculum, administration of routine policies requiring the help of teachers, the maintenance of esprit de corps of the school, the carrying out of the school's philosophy, the care of equipment and teaching materials.

Attends and participates in faculty meetings, other staff meetings, and meetings of his local teacher's association, school-sponsored functions, and home-school association meetings.

Efficiently meets procedural requirements such as assuming duties on time, submitting necessary reports when due, following regulations of the school and district.

Accepts in a positive manner and carries out a fair share of the school's extra class and extracurricular responsibilities for which no extra compensation is provided.

Handles contacts with parents in a manner which results in a favorable impression of the school, its standards, and the teaching profession.

Merion Township

Participates in the student-teacher program if the school sponsors one.

IMPACT ON SCHOOL AND COMMUNITY

Originates and initiates ideas adopted by the school.

Provides assistance to other teachers on staff in their efforts to improve their instruction.

Inspires confidence so that his counsel is sought by pupils, fellow teachers, and parents.

Is a leader in home-school association and its functions and in community activities that may be utilized in the school program.

Leads in expanding and improving the school's program for pupils in curricular and extracurricular functions.

Is admired as a professional person by the public and the teaching profession.

Exercises leadership in the local teachers' association.

Writes and/or lectures on education.

Participates in desirable community efforts not directly related to the school.

PERSONAL QUALIFICATIONS

Maintains good mental and physical health.

Possesses excellent character.

Has a personality generally attractive to pupils, colleagues, and parents.

Maintains and continues to develop varied intellectual and cultural interests.

Reveals desirable poise no matter in what kind of situation he finds himself.

Has cultivated a voice that does not handicap the learning situation.

Possesses and uses to advantage a good, wholesome sense of humor.

1971-72 SALARY SCHEDULE WITH ALL POSSIBLE INCREMENTS
FOR EXTRAORDINARY SERVICE ADDED

Step	B.A.	BA+9	BA+15	BA+24	M.A.	MA+15	MA+30	MA+60	Dr.
1	8,100	8,200	8,300	8,400	8,500	8,700	8,900	9,100	9,300
2	8,500	8,600	8,700	8,800	8,900	9,100	9,300	9,500	9,700
3	9,100	9,200	9,300	9,400	9,500	9,700	9,900	10,100	10,200
4	9,500	9,600	9,700	9,800	10,000	10,200	10,400	10,600	10,800
*5	10,600	10,700	10,800	10,900	11,100	11,300	11,500	11,700	11,900
6	11,100	11,200	11,300	11,400	11,700	11,900	12,100	12,300	12,500
7	11,700	11,800	11,900	12,000	12,400	12,600	12,800	13,000	13,200
8	12,300	12,400	12,500	12,600	13,100	13,300	13,500	13,700	13,900
9	12,900	13,000	13,100	13,200	13,800	14,000	14,200	14,400	14,600
**10	14,100	14,200	14,300	14,400	15,100	15,300	15,500	15,700	15,900
11	14,700	14,800	14,900	15,000	15,800	16,000	16,200	16,400	16,600
12	14,700	14,800	14,900	15,000	16,500	16,700	16,900	17,100	17,300
13	14,700	14,800	14,900	15,000	17,200	17,400	17,600	17,800	18,000
14	14,700	14,800	14,900	15,000	17,200	17,400	17,600	18,400	18,600
***15	15,300	15,400	15,500	15,600	17,800	18,000	18,200	19,000	19,700
16	15,300	15,400	15,500	15,600	17,800	18,000	18,200	19,000	19,700
17	15,300	15,400	15,500	15,600	17,800	18,000	18,200	19,000	19,700
18	15,300	15,400	15,500	15,600	17,800	18,000	18,200	19,000	19,700
19	15,300	15,400	15,500	15,600	17,800	18,000	18,200	19,000	19,700
****20	15,900	16,000	16,100	16,200	18,400	18,600	18,800	19,600	20,300

*1st, **2nd, ***3rd, ****4th Extraordinary Service Increment Added

For normal salary adjustments, see next page

1971-72 SALARY SCHEDULE BEFORE INCREMENTS FOR EXTRAORDINARY SERVICE WERE ADDED

Step	B.A.	BA+9	BA+15	BA+24	M.A.	MA+15	MA+30	MA+60	Dr.
1	8,100	8,200	8,300	8,400	8,500	8,700	8,900	9,100	9,300
2	8,500	8,600	8,700	8,800	8,900	9,100	9,300	9,500	9,700
3	9,100	9,200	9,300	9,400	9,500	9,700	9,900	10,100	10,300
4	9,500	9,600	9,700	9,800	10,000	10,200	10,400	10,600	10,800
5	10,000	10,100	10,200	10,300	10,500	10,700	10,900	11,100	11,300
6	10,500	10,600	10,700	10,800	11,100	11,300	11,500	11,700	11,900
7	11,100	11,200	11,300	11,400	11,800	12,000	12,200	12,400	12,600
8	11,700	11,800	11,900	12,000	12,500	12,700	12,900	13,100	13,300
9	12,300	12,400	12,500	12,600	13,200	13,400	13,600	13,800	14,000
10	12,900	13,000	13,100	13,200	13,900	14,100	14,300	14,500	14,700
11	13,500	13,600	13,700	13,800	14,600	14,800	15,000	15,200	15,400
12					15,300	15,500	15,700	15,900	16,100
13					16,000	16,200	16,400	16,600	16,800
14								17,200	17,400
15									17,900

Salary placements on the schedule must not necessarily correspond to an equal number of years of service. This is a track schedule by step and not necessarily based on years of service or experience.

Method of Adjustment to the 1971-72 Salary Schedule

(1) Deduct merit increments, if any, from the 1970-71 salary. This is the 1970-71 base salary.

(2) Find the exact spot that the 1970-71 base salary occupies on the pertinent track of the 1970-71 salary schedule.

(3) Determine the step (if on step) or the step plus (if not on step) that the 1970-71 base salary occupies on the pertinent track of the 1970-71 salary schedule.

(4) Add one step to the 1970-71 step or step plus to determine the 1971-72 step or step plus.

(5) Find the 1971-72 step or step plus on the pertinent track of the 1971-72 salary schedule. This is your 1971-72 base salary.

Note: Your 1971-72 base salary may not exceed the pertinent track maxima of the 1971-72 salary schedule. If it does, the pertinent track maximum becomes the 1971-72 base salary.

(6) Add to (5) above all merit increments (if any) granted by the Board. This total is the 1971-72 salary.

Shorewood, Wisconsin, Merit Policy

For a period of more than 20 years in Shorewood, Wisconsin, the Shorewood School District's Salary policy has embraced the idea that some financial award should be given in recognition of the differences that exist in the individual contributions to the educational program. This has been based on the premise that recognizable differences do exist in the effectiveness of teachers. There would not seem to be any concrete, rational arguments that would dispute this basic tenet.

The point of conflict, however, occurs in the discussion of how accurately and objectively this difference can be measured. It must be admitted that the task cannot be done with complete objectivity, and certainly there is a good possibility of error in judgment. This does not remove the necessity of making some evaluative judgments, even if merit increments were not awarded. Judgments on effectiveness have been made and will continue to be made with or without merit recognition. The fact that evaluations can be labeled as subjective, or lacking in objectivity, will not remove the onerous task of making value judgments on teacher contributions.

Perhaps we can avoid the point of conflict in reference to merit by simply asserting that, in spite of the difficulty of evaluating the teaching act, it will and must be done. Our job as educators, then, is to overcome as much as humanly possible the unfairness charge that accompanies merit awards. We must attempt to identify and adopt the best possible procedures in order to insure the optimum level of fairness that can be achieved.

The principle of merit in Shorewood Schools recognizes that such awards do not supersede a sound competitive salary schedule. The merit is provided above the salary scale in modest increments that continue each year after being awarded.

The process is relatively simple, requiring a written recommendation from the teacher's immediate supervisor - which must be concurred in by the superintendent and the school board. This recognition is not limited to those being formally evaluated in any one year, but it can be granted to any classroom teacher who meets the criteria of performance beyond normal expectations. It is understood that such recommendations should occur only after a very careful assessment has been made by the building principal.

No evaluative scale is used, but there are forms which identify the general level of competence expected of Shorewood teachers. It should be noted that there is no limit to the number of times a merit increment can be awarded to an individual; as a consequence, consecutive awards make the merit consideration financially important.

The general salary and merit policy is founded on a few basic values:

1. Merit programing provides for fairness in salary payment by giving greater rewards to those who demonstrate recognizable excellence in their classroom program and a professional attitude in their working relationships.

2. A merit system can provide the incentives and the guidelines for the improvement of performance.

3. A merit system requires sound personnel administration and supervision.

4. A merit system focuses attention on the important achievements desired on the job. It requires a clarification of goals and organizational direction.

5. Implementation of the merit concept meets the public objection to the inequity of the usual automatic salary schedule.

6. A merit system should help to make it attractive for the highly competent teacher to remain on the staff of the Shorewood Schools.

These foregoing values can be interpreted as the positive goals for competency recognition. In working toward the firm establishment of these goals, educators must constantly evaluate and improve the procedures used.

Some Questions and Answers

Following is more detailed information on Shorewood's merit policy as they describe it in a question-and-answer format:

Who makes the recommendations for merit?

The recommendations for a merit increment are made by the building principal. The building principal is responsible for submitting a supportive statement documenting the recommendation being made to the superintendent. In turn, the superintendent may or may not recommend the merit award to the school board. The school board makes the final approval for the merit increments.

How much is the merit increment, and is there a limit to the number of increments that can be awarded?

The present merit increment is $150 annually, above the salary schedule. This is an accumulative and continuing increment, and there are no limits as to the number of persons who may receive a merit increment in any one year nor to the number of merit increments that may be awarded to any one individual over a period of years. A teacher may receive an additional merit increment year after year. Presently, the range of the merit increments being received above the salary schedule annually is from $150 to $1,600.

How may a person become eligible for merit recognition?

All teachers are eligible for merit recognition each year; however, merit increments are usually not awarded to first-year teachers. Although our supervisory procedure provides that tenure teachers are evaluated approximately every three years and non-tenure teachers every year, this does not limit the awarding of merit increments to those who are scheduled for evaluation in any one year.

In addition, teachers who have not been recommended for merit increments may ask to have an evaluation initiated to determine whether or not a recommendation for a merit increment will be made. School District Policy states: "Teachers may initiate a request for merit recognition. This request must be made in writing and submitted to the superintendent by December 1st."

Is a rating scale used in the evaluation for merit?

A rating scale is not used; however, we do use a performance inventory as an evaluative tool. This does not provide for rating, but does provide a statement of expected performance levels of our teachers. This inventory is used as a basis for the conference with the building principal. It is recognized that the evaluation for merit cannot be done with complete objectivity, and certainly there is a good possibility of error judgment. This does not remove the necessity of making some evaluative judgments, even if merit increments were not awarded. Judgments on effectiveness have been made and will continue to be made with or without merit increments being involved. The fact that evaluations can be labeled as subjective, or lacking in objectivity, will not remove the onerous task of making value judgments concerning teacher contributions. Our responsibility is to overcome, as much as is humanly possible, the unfairness charge that accompanies merit awards.

Eastern York, Pennsylvania, Salary Plan

The following salary plan has been in use in the Eastern York Area School District, Hellam, Pennsylvania, for a number of years and is meeting with considerable success.

The plan combines longevity with added steps after the 14th and 20th years, and an additional stipend for board (superintendent) approved courses taken after reaching maximum on a scale.

Another interesting feature of the salary plan is the virtual elimination of steps beyond six (6) years for bachelors and BS+ 15 credits. This year the school board, through negotiation, introduced the BS+PERM certification, and in effect eliminated the BS+15 scale, except for those employees who are presently on scale.

Pennsylvania certification requires twenty-four (24) credits for permanent certification. These credits must be attained in six (6) years, tenure notwithstanding.

Increment Beyond 13th Step

1. Increments beyond the 13th step may be granted upon request of the professional employee who must have completed six college credits in his or her major area of certification for each step beyond the 13th step, and who had received two average ratings by the line-staff personnel to whom he is responsible. Said ratings must have been made at least three months apart. Said ratings must have been granted within one calendar year of date increment is due and no unsatisfactory ratings in the past five years in this district.

2. Remuneration will be made in September or December following the request.

3. Requests must be filed by January 1 of the year the individual wishes such recognition.

4. There shall be a maximum of two such steps or increments beyond the 13th step.

5. The individual requesting increments beyond the 13th step must be notified one month prior to the presentation to the school board of the formal administrative recommendation by the superintendent. The applicant shall be given a copy of the recommendation as his notification.

6. Any other reclassification that an employee may enjoy shall be at the same horizontal step or to the next sequential step, but never to a lower (or smaller in number) step.

7. BS Column - 1st SCAP increment would be granted after 14 years of teaching and six hours of credits taken during the previous year. Six additional hours of approved work would place the professional employee in the BS+15 column at the 12th step. The 2nd SCAP in the BS+15 column would be granted upon successful completion of six credits of work and 17 years of teaching experience.

8. The SCAP increments set up in the master's columns will be granted upon successful completion of the stated number of credits listed in parentheses next to the monetary for the SCAP step.

Credit Advancement Plan

It was the intent of the Seniority Credit Advancement Plan (SCAP) to encourage teachers to enjoy the refreshment of up-to-date courses and the continuation of their own training. That this might become an actuality it is understood that:

1. A person with a BS degree and fifteen years of experience may enjoy the first SCAP increment by completing six hours of college credits and having had two satisfactory ratings as stated elsewhere in the compensation policy.

2. The second SCAP increment in the BS classification will be granted as above with 18 years of service and six additional hours of work (college credits) above and beyond the requirement for the first SCAP increment.

3. A person may move horizontally (at the same step level) from BS to BS+15 by earning fifteen additional credits over and above those required for the SCAP program.

4. Those who earn a master's degree or a master's equivalent will receive the mandated $300.00. Six additional hours, over and above and earned subsequent to granting of the master's degree or master's equivalent, 15 years of teaching experience, and two satisfactory ratings will be required before the 1st SCAP increment under the MS classification will be granted.

5. The 2nd SCAP increment under the master's classification will be granted when 18 years of teaching have been completed, two satisfactory ratings are on file and six additional credits over and above those required for 1st SCAP, have been earned.

6. To move horizontally across the 1st SCAP or the 2nd SCAP, after the receipt of the master's degree, will require fifteen credits over and above those required for SCAP increments for each change of classification.

7. Employees who are receiving the SCAP award shall continue to receive same until severed or retired, with the provision that he must become eligible to the next SCAP step laterally or vertically within ten (10) years after his eligibility to his present SCAP step. Failure to become eligible within the time limit will render the employee ineligible for any future SCAP advancement.

The central thread in all of this is that, no matter how the recipient threads his way through the schedule, he must meet the same requirements as anyone else would have to meet taking a different path.

(SEE SALARY SCALE, NEXT PAGE)

Eastern York, Pennsylvania, Salary Scale

Years	No Degree	BS	*BS+15 CERT.	**BS+PERM	MS	MS+15	MS+30
1	———	———	———	———	———	———	———
2	$ 6,800	$ 6,900	$ 7,210	$ 7,260	$ 7,520	$ 7,830	$ 8,140
3	7,110	7,210	7,520	7,570	7,830	8,140	8,450
4	7,420	7,520	7,830	7,880	8,140	8,450	8,760
5	7,730	7,830	8,140	8,190	8,450	8,760	9,070
6	8,140	8,240	8,550	8,600	8,860	9,170	9,480
7	8,450	***8,550	***8,860	8,910	9,170	9,480	9,790
8	8,760	8,860	9,170	9,220	9,480	9,790	10,100
9	9,070	9,170	9,480	9,530	9,790	10,100	10,410
10	9,380	9,480	9,790	9,840	10,100	10,410	10,730
11	9,790	9,890	10,202	10,250	10,510	10,835	11,162
12	10,100	10,200	10,510	10,560	10,835	11,162	11,490
13	10,410	10,510	10,835	10,885	11,162	11,490	11,819
14		10,835	11,130	11,180	11,490	11,820	12,150
15 SCAP	10,930	11,365	11,690	11,745	12,020	12,345	12,680
18 SCAP		11,895	12,220	12,275	12,550	12,880	13,210

* Effective June 30, 1972, the board will abolish the BS+15 column of the salary scale. Employees on the BS+15 as of June 30, 1972, shall continue on scale until they are eligible for reclassification or reach the column maximum. Those employees wishing to qualify after 6/30/72 must indicate the courses which they will take during the summer sessions of 1972 to qualify for the BS+15 column prior to September 1, 1972. The board agrees to place these qualified employees on the BS+15 column upon receipt of successful completion of the previously indicated course work. No employee new to the district as of 7/1/71 shall be eligible for the BS+15 column.

** Permanent Certification in Pennsylvania for service in Eastern York School District: after 14 years add $210 in all columns and after 20 years add $105 to BS+Permanent Certificate and all master's degree columns.

*** Steps enclosed are no longer applicable.